

UNIVERSITY OF EDUCATION, WINNEBA

**ANALYSIS OF CODE-SWITCHING IN ESL CLASSROOM: A CASE
OF DAMBAI COLLEGE OF EDUCATION**



**A thesis in the Department of Applied Linguistics, Faculty of Foreign Languages
Education and Communication, submitted to the School of Graduate Studies, in
partial fulfilment**

**of the requirements for the award of the degree of
Master of Philosophy
(Teaching English as a Second Language – TESL)
in the University of Education, Winneba**

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DECLARATION

STUDENT'S DECLARATION

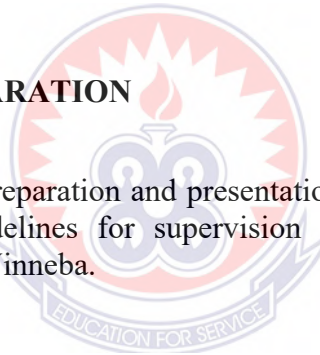
I, **TEFEH JOHN BISMARK**, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

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SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.



NAME OF SUPERVISOR: **DR. CHARLOTTE FOFO LOMOTY**

SIGNATURE:

DATE:

DEDICATION

I dedicate this work to my children, Abigail and Samuel, and my wife, Mrs.

Alberta Tefeh.



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I give thanks to God for bringing into my life, my selfless supervisor Dr. Fofu Lomotey who has been a blessing to me. I appreciate her for her encouragement, constructive criticisms, comments and most importantly, the belief in me. It is these attributes that have shaped and brought this work to its successful completion. May God bless you. I also wish to thank my wife Mrs. Alberta Tefeh of St. Francis College of Education (HOD, Languages) for her love, encouragement, patience and support throughout the project. For my parents and siblings, my in-laws, what else can I say but to thank you for everything you did for me. In addition, I express my profound gratitude to my colleagues and friends: Mr. Wumbei, Mr. Asare Isaac of Mount Mary's College of Education, Somanya and Madam Cecilia Sekwo of E.P College of Education, Bimbilla for a marvelous work done. God richly bless you. Finally, I want to thank the principal and staff of Dambai College of Education where the research was conducted. I thank you for your co-operation, support and contributions.

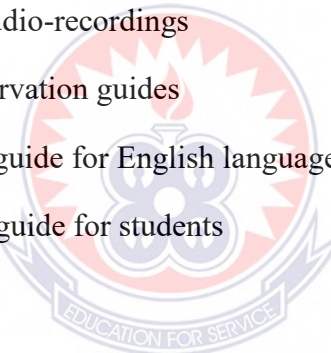
TABLE OF CONTENTS

Content	Page
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	x
ABSTRACT	xi
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	6
1.4 Research Questions	7
1.5 Significance of the Study	7
1.6 Delimitation of the Study	8
1.7 Limitations of the Study	8
CHAPTER TWO: LITERATURE REVIEW	10
2.0 Introduction	10
2.1 Language Policy in Ghana	10
2.2 Teaching English Language in Colleges of Education	13
2.3 The Role of the First Language in Learning a Second Language	15
2.3.1 Arguments in support of first language in second language learning	17
2.3.2 Arguments against the first language in second language learning	19
2.3.3 Summary	22
2.4 The Use of English in the English Classroom	23
2.4.1 Argument in favour of English-only in the English language classroom	24

2.4.2	Argument against the use of English-only in the English classroom	24
2.4.3	Summary	26
2.5	Code-Switching	27
2.5.1	Differences between code-switching and code-mixing	29
2.5.2	Types of code-switching	30
2.5.3	Summary	32
2.6	Code-Switching in the English Classroom	33
2.7	Reasons for Code-Switching	36
2.8	When Teachers Code-Switch	38
2.9	Types of Interactions that Necessitate Code-Switching	40
2.9.1	Interaction groups that can involve code-switching in the classroom	41
2.9.1.1	Teacher-whole class	41
2.10	Functions of Code-Switching in the English Language Classroom	43
2.11	Importance of Code-Switching in the Classroom	46
2.12	Related Studies	48
2.13	Conclusion	53
CHAPTER THREE: METHODOLOGY		55
3.0	Introduction	55
3.2	Research Design	56
3.3	Population	58
3.4	Sampling and Sample Size	58
3.5	Research Instruments and Data Collection	59
3.5.1	Data collection protocol	59
3.5.2	Audio recoding	59
3.5.3	Interview	60
3.5.4	Classroom Observations	61
3.6	Data Analysis	61

3.7	Ethical Considerations	63
3.8	Validity and Reliability	63
3.9	Conclusion	64
CHAPTER FOUR: RESULTS AND DISCUSSIONS		65
4.0	Introduction	65
4.1	Occurrence of Code-Switching in the English Language Classroom	66
4.1.1	Introduction stage	75
4.1.2	Delivery stage	78
4.1.3	Closure stage	82
4.1.4	Summary	83
4.2	Types of Interactions that Necessitate Code-Switching in the English Class	85
4.2.1	Tutor-class interaction	85
4.2.2	Tutor-student interaction	90
4.2.3	Student- student interaction	91
4.2.5	Summary	94
4.3	Reasons for code-switching in the English classroom	94
4.3.1	Communication reasons	95
4.3.2	Conceptual reasons	96
4.3.3	For emphasis	96
4.3.4	Interlocution	97
4.3.5	Lexicon	98
4.4	Functions of Code-Switching in the English Classroom	100
4.4.1	Micro functions	101
4.4.1.1	Content transmission	102
4.4.2	Macro functions	103
4.4.3	Socializing functions	104

4.4.4	Summary	106
4.5	Conclusion	107
CHAPTER FIVE: CONCLUSION		109
5.0	Introduction	109
5.1	Summary of Findings	109
5.2	Code-Switching as a Strategic Pedagogical Tool in the ESL Classroom	112
5.3	Pedagogical Implications	112
5.4	Suggestion for Future Research	113
5.5	Conclusion	113
REFERENCES		115
APPENDICES		122
	Appendix A: Data on audio-recordings	122
	Appendix B: Class observation guides	127
	Appendix C: Interview guide for English language teaches	128
	Appendix D: Interview guide for students	129



LIST OF TABLES

Table	Page
1: Linguistic background of students	56
2: Population for the study	58
3: Summary of classroom lesson observation	66



ABSTRACT

The purpose of this study is to investigate the use of code-switching as a pedagogical strategy by tutors and students of Dambai College of Education, Dambai. The study looks at the reasons behind the code-switching in the English Language classroom, when code-switching occurs in the English Language classroom and the functions of code-switching in the English Language classroom in Dambai College of Education. The study mainly employed qualitative approach in data collection, analysis and presentation. The analysis was done based on the conceptual framework of Gumperz and Levinson (1996) as well as responses to the research questions. The data for the study was audio-recordings that were transcribed into text and was used for the analysis. The analysis was based on the research questions set in chapter one. Six English language tutors were observed. An interview was conducted for six (6) English tutors and forty (40) students to crosscheck the information in the audio-recordings. The results of the study showed that tutors and students do code-switch in the English Language class for various reasons. Analysis also showed that, code-switching by tutors are done to serve pedagogical purpose and to achieve their instructional objective. The study revealed that, code-switching is not a barrier to second language learning, but rather an effective tool for teaching and learning the second language.



CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Code-switching is a well-known and globally observed phenomenon in the speech pattern of the average bilingual/multilingual and multicultural speakers (Forson, 2008). People, by virtue of certain factors such as colonization, education, and many other reasons, become multilingual. This enables them to display their linguistic competence by code-switching and perhaps code-mixing, focusing on different speech communities and how they articulate by manipulating more than one language in the same conversation. Such researchers have generally fallen within two distinct traditions; the syntactic, providing insights into the linguistic principles that underline the form that code-switched speech takes, and the sociolinguistic, which relates linguistic form to function in specific social contexts.

In contemporary studies, several researches have explored bilingualism and its manifestation in both spoken and written texts. Quite a number of them mirror the significant features of bilingual and multilingual code-switching. This phenomenon has been under consideration at the societal level using examples of multilingual speech communities switching between languages which mostly highlight the roles and effects of languages on the socio-political organization. In another instance, some other scholars have also looked at code-switching at the individual level and came out with the knowledge on language switch as a strategy to derive certain personal goals and effects they so desire in their everyday communication. This study examines code-switching in the ESL classroom in Dambai College of Education. Dambai College of Education is a bilingual/multilingual community where speakers most often switch codes between English and the Ghanaian languages commonly spoken

on campus during instructional periods. These languages are Ewe, Twi and Kokomba. This phenomenon of code-switching is drawn from the larger Ghanaian speech community where irrespective of the social class and ethnicity, setting and context, this feature is displayed.

There are three types of code choices in Ghana; unmixed Ghanaian language, mixed English and Ghanaian language and unmixed English (Owusu-Ansah, 1994). The English language is sometimes code-mixed with the local language in informal spoken discourse. Where participants share no common Ghanaian language, they are forced to use English, if they are educated. Interestingly, even those who do not possess the ability to speak in English employ some English words and phrases to give their discourse a touch of English that has social meaning. When fluent bilingual speakers engage in a conversation, they often include words, phrases, clauses and sentences from different languages within the same discourse.

English brings people from different linguistic backgrounds together. It is also closely associated with education that is generally considered as the language of the educated people (Torto, 2012). English is the official language for government, judiciary and education. It is employed in formal situation like in churches, court schools, parliament offices, by the media at meetings and for public speech delivery. Apart from Akan, no other Ghanaian language has more speakers than English (Ansre, 1991). The issue of code choices by interactants depends on many factors, such as the personae setting and the topic. Myers-Scotton (1992, 1995) outlined five different areas of language use as underlying code choice. These are;

1. That language use goes beyond its ideational or referential meaning.

2. That utterances have intentions apart from referential meaning; such intention may be conveyed through the principle of co-operation or the principle of negotiation between interactant.
3. That the choice of a specific code as against another is a rational activity.
4. That the principle underlying the success of social discourse lies in the exchange itself – the importance of a switch code being determined by the choice of previous code, the success of negotiation begun by the speaker is measured by the addressee's own code as a response, and
5. That the social functions of switch in code can be explained within the context of communication or pragmatic competence.

These points, according to Myers-Scotton, inform interlocutors and it is an indicator of the type or nature of code that interactants select in the course of their discourse. There are many factors posited by earlier researchers that account for rise in code-switching. Notable among them are what Baker (2006) have discussed from a sociolinguistic perspective in which he lists twelve main purposes of code-switching, which are relevant to bilingual talks in general. Some of these functions can be observed both inside and outside the classroom environment and are relevant to teachers' and students' interactions.

In multilingual classrooms, using code-switching is a frequent practice. Teachers consequently have been employing code-switching as a means of providing student with the opportunity to communicate and enhancing student understanding. In another instance, code-switching facilitates the flow of classroom instruction since the teacher do not have to spend so much time enviously to explain to the learner or search for the simplest words to clarify concept or ideas that pose a challenge during instruction. Instead, it is a careful strategy employed by the teacher. Extensive

research has been carried out on using code-switching in the classroom as a contextualization cue. Various words from the students' first languages are used in everyday conversation but the first language is not used completely.

1.2 Statement of the problem

The researcher has observed that code alternation during instructional period in the ESL classroom is a common phenomenon at Dambai College of Education. The phenomenon is associated with both tutors and students in the speech community regardless of the setting. It surfaces during and after the instructional period. Interlocutors display their competence by selecting different codes at different times within the same conversation to create an effect. The practice confirms the point made by Savile-Troike (2003) that knowing the alternative and the rules for appropriate choice is part of speakers' communicative competence. Several studies have been conducted on code-switching. These include Quarcoo (2013) and Torto (2012). They both studied code-switching and code-mixing in the University of Education and University of Cape-Coast respectively. Unfortunately, there seems to be no research on code-switching in the Colleges of Education. This study therefore intends to fill the gap by analyzing recordings of naturally occurring discourse of teachers and students.

A careful study of the language policies in the past and present indicate a swing where the nation is not able to settle on one clear direction and this has kept the English language tutors in a state of dilemma with respect to code-switching (Yevudey, 2013). Several studies have proven that English language teachers sometimes find it easier to relate to their students during instruction using code-switching. However, the 2004 language policy forbids teachers from blending two different languages (code-switching) to instruct students. Learning a second language involves two things; language acquisition which is a subconscious process of being

fluent in the language and learning the language (Krashen, 2004). This implies the environment in which the learner learns the second language should have the language spoken all the time (immersion). In this case, the classroom and the immediate school environment. It is true that the more an individual is exposed to an action or a language, that individual becomes perfect (fluent) in speaking the language. But it does not mean that it should get to the extent that the individual would have difficulty understanding the target language. In the classroom, the teacher should continue to expose the students to the target language even though what the teacher may be saying may not make sense to the student. The language learning process is a conscious effort to teach the language to the learner in the English language classroom.

Krashen (2004) is of the view that the interaction hypothesis is important where experts in the language need to communicate with the learner. This will pave way to comprehensible output hypothesis in that the learner understands the structure of the language and is able to communicate better. The challenge is that the teacher may code-switch to the first language of the student to enhance communication during the teaching and learning process. The effectiveness or otherwise of the teaching-learning process at whatever level depends on whether or not effective communication has taken place between the teacher and the learner (Kyeyune, 2003)

Turnbull and Dailey-O'Cain (2009) confirm that it is important and appropriate to code-switch to the native language in the English language classroom. Teachers code-switch to give explanation, command, and discipline, while language learners (students) use it mainly for translation, summary, questioning and expressing themselves (Judith, 2011). If students are to be immersed in the target language while at the same time code-switching plays a facilitating role in learning L2, then there is a

gap in the language policy of Ghana. English language teachers usually find themselves in a fix, whether to code-switch in the L2 classroom or not. On the basis of this, the researcher sought to find out when exactly code-switching is done in the English classroom, interactions that necessitate code-switching and the benefits of code-switching in the English language classroom. Atiemo (2015) and a few other people have researched on code-switching in other parts of the country (Ghana) but rarely can any work be found on code-switching at Dambai College of Education. Meanwhile, knowledge of what happens with respect to code-switching would lead to our understanding of this practice and also enable us to determine why teacher code-switch, when they do, and what they use it for.

This study sought to find answers to these important questions by employing qualitative analysis with data from 6 tutors from Dambai College of Education. Results indicate that code switching is used by the tutors for various reasons at various stages in lesson delivery. Based on the analysis, it is argued that it is important for tutors to make sure their students understand their lessons. And that, if this would be possible, then they need to employ all resources available to them, albeit judiciously. One of these resources in the English language classroom is the students' L1, which can be utilized in code-switching.

1.3 Objectives of the study

The objectives of this study were as follows: to

1. Find out when tutors and students code-switch in the English language classroom at Dambai College of Education;
2. Find out why tutors and students code-switch in the English language classroom at Dambai College of Education;

3. Examine the functions of code-switching in the English language classroom at Dambai College of Education

1.4 Research questions

The study sought to answer the following research questions:

1. When do tutors and students code-switch in the English language classroom at Dambai College of Education?
2. Why do tutors and students code-switch in the English language classroom at Dambai College of Education?
3. What are the functions of code-switching in the classroom?

1.5 Significance of the study

The study is expected to be useful to students and tutors as a reference to improve their knowledge in understanding in second language acquisition, particularly dealing with the code-switching in classroom interactions. They will get valuable information about code-switching, especially utilized by the tutors and students in Dambai College of Education. Hopefully, this study would serve as the basis for future research into code-switching in Ghanaian Colleges of Education. Researchers can use this thesis as a reference to conduct other research dealing with second language acquisition or to conduct further research about code-switching from other points of view. The current study would add up to the existing literature of code-switching. This research is very important in that it would help the College English language tutor identify when code-switching should be done in the English language classroom and as whether it is pedagogically sound to code-switch. This research would also inform policy makers and all stakeholders in education whether as a nation we need to rethink the policy in our schools, especially at the basic level.

1.6 Delimitation of the study

The focus of this study is in the area of acquisition of second language with regard to code-switching. The scope of the topic is to establish the sociolinguistic import of code-switching towards establishing the type, reason and the extent to which it is a common phenomenon and discourse strategy within the ESL classroom. The study was out of 46 Colleges in Ghana. The study was limited to students who are offering B.Ed and Diploma in Basic Education respectively, where English Language is the medium of instruction. The tutors of these students are not left out of the study. One reason for choosing the college was its accessibility and the rapport that the researcher have with some members of the college.

1.7 Limitations of the study

Due to some constraints, the researcher had to select some students who are ICT- inclined to do some of the recordings instead of the researcher himself. This could have affected the nature and the type of the data realized for the study in any way. Interview schedules at times were not followed as was expected. This slowed down the progress of work. The frequent breakdown of the recording machine was another problem encountered in the process of recordings.

1.8 Organization of the study

The rest of the thesis is organized as follows: Chapter 2 presents the review of literature and discusses the following: the role of first language in learning a second language as first language enhances interaction in the classroom. The concept of code-switching, which is alternating between two different languages in a single discourse, is also presented in this chapter. It is argued here that code-switching enables students to communicate effectively in the teaching and learning process, for asking questions, for clarification, and for ease of expression on the part of students.

The chapter again considers major reasons for which teachers and students code-switch in the classroom as well as the benefits they derive from it during English language lessons. Chapter 3 considers issues like population of the study, research design, sample and sampling technique, research instrument, and administrative procedure. Results and discussions are presented in Chapter 4. Here, the types of interactions that necessitate code-switching in the classroom: teacher-whole class, teacher-student, student-student and student-teacher code-switching are examined and explained.

These interactions vis-à-vis the role of code-switching is done almost on a daily basis in the English language classroom. The chapter also discusses the four stages at which code-switching takes place in the teaching and learning process: introduction stage, delivery stage, closure stage and the evaluation stage. The analysis also revealed that code-switching can occur at any of these stages depending on what the tutor or students want to put across. The functions of code-switching are thoroughly discussed. Again, the analysis revealed that tutors use code-switching to perform different functions with the aim of creating conducive environment for the students to learn the English language. Chapter 5 provides the summary of findings, conclusions, and recommendations as well as suggestions for future research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

To understand the phenomena of code switching, it is necessary to provide an overview of the fields that are reflected to the development of the study there of. Hence, this chapter introduces the concepts referred to in this thesis and provides the information necessary to understand some issues in this field of study. It will further be stipulated how terms pertaining code-switching are used for the purpose of this thesis. Firstly this chapter looks its languages policy in Ghana. This will give as its broad knowledge about language policy in Ghana. Furthermore, the discussion will also be based on the teaching of English language in collage of education. The chapter further discusses the role of it first language in leaning the second language with respect to the discussion of the argument in favour of English-only in the English language classroom as well as the argument against the use of the first language in the second code language leaning. The concept of code-switching, differences between code-switching and code-mixing, type of code-switching, the use of code-switching in the English classroom are also presented in their chapter. Finally, reasons for code-switching, when teachers code switching, type of interaction that necessitate code switching, functions of code-switching, important of code-switching and related studies will be outlined

2.1 Language Policy in Ghana

Since Western-style education was introduced in multilingual Ghana, language in education policy has had a chequered history as different government administrations, on assumption of office, invariably decided to modify or make a complete shift in whatever policy existed before they came into office. In January,

2001, the Director-General of the Ghana Education Service (GES) signed a letter that sought to remind its officials, teacher associations and all heads of basic schools in the country about the existing language policy originally announced in 1991. Part of this widely distributed letter is as follows:

Essentially, the policy is that, “instruction at the Lower (Primary 1-3) will be conducted in the pupil’s mother tongue, or in the major Ghanaian language of the local area, while English will be studied as one of the subjects offered at the Lower Primary level. From Primary 4 onwards, class instruction will be conducted in English and the Ghanaian language will then be studied as one of the subjects offered. The Director-General rationalized the policy as follows: the fundamental philosophy underlying the Ghanaian language policy in our schools is to enable the individual acquire a sense of cultural identity and make him/her literate in his or her own mother tongue. Another essential factor is that basic literacy in one’s mother tongue or the local language enhances the child’s ability to transfer and apply acquired learning skills in the local language to proficiency in learning English and other languages (signed by the Director General of GES in Jan, 2001).

The measures that were being taken at the time to facilitate effective implementation of the language policy in Ghana were outlined in the letter. At its meeting in May, 2002, cabinet deliberated on revision of the language policy and approved the new policy for implementation by the GES to as follows:

1. English should replace vernacular as the medium of instruction in the first three years of primary schooling.
2. Every Ghanaian child must study one local language from primary one up to the senior secondary school level.
3. Students should be encouraged.

For our present purpose, it is important to mention that in addition to retaining the local language as the medium of instruction in P1-P3, the 1987 reform made the study of the local language compulsory and examinable throughout basic and senior high school levels. Anyidoho and Anyidoho (2009) describes the policies that have come into existence since 2000, as bringing to the fore the lack of consistency in language in education policy in Ghana. From 1925 up to date, all the language policies that have been implemented, Ghanaian language has been given prominent attention. The language policy as it stands now stipulates that L₁ should be used as a medium of instruction from KG – P3 and from P4 onwards, English language should be used as a medium of instruction but Ghanaian should be taught as a subject. The L1 serves as a stringboard for learning the second language according to the current language policy in Ghana.

Successful communication becomes possible when the interlocutors share a common language. Therefore, issues related satisfactory communication of information to all the citizens in multilingual societies have aroused debates, especially as to the role the various languages should play in the life of the people. Arguably, the most passionate debates concern the place of indigenous languages in societies where worldwide languages such as English have become official languages. These debates are the result of the understanding that language is one of the most far-reaching elements of identity. It is the tool of knowledge creation and dissemination as well as the repository of the accumulated knowledge and of the culture of a society. Anyidoho and Anyidoho (2009) is of the view that learning the two languages concurrently will enable the children acquire the basic skills. She further explained that children can develop the ability to listen to the language, speak it, read and write it well. The language policy in Ghana now is faced with challenges in terms of medium of

instruction. Some scholars were of the view that Ghanaian language should be used as a medium of instruction looking at the nature of second language acquisition.

Owu-Ewie (2006) argues that the language policy of Ghana is not feasible because stakeholders, especially teachers, are not adhering strictly to the policy. He further notes that teachers nowadays are not following the rules of the policy. Ghana has had a dual language policy before 1925 since the arrival of Europeans due to the multicultural and multilingual nature of the country. This makes it difficult to settle on one indigenous language as a medium of instruction in the Ghanaian schools (Ouadaogo, 2000). This has gone a long way to affect the various educational and language policies in the country before independence and after independence. The 1925 Educational Ordinance made Ghanaian language as the compulsory medium of instruction from Primary 1 to Primary 3 and as a subject of study at Primary 4 while English language was used from Primary 4 onwards. English language is a second language to teachers who are to teach English to the students and to both teachers and students live in environment where the English language is rarely spoken.

2.2 Teaching English language in Colleges of Education

Looking at the current language policy of Ghana, students at the Colleges of Education are expected to speak and learn using English language. However, in some of the Colleges, the reverse is what we see, contrary to the current language policy. This may be due to several factors. Ghana is a multilingual country and English language is a second language. This probably makes it difficult for the English language teachers to effectively teach since tutors have the responsibility to meet the needs of the students in as much as language is concerned. Students' perspectives about the learning of the English language differ from one to the other. Harma (2007) observes that some students learn English because it is in the syllabus or the

curriculum, while for others, it is a choice that they have made. Certainly, some of them study English because they have moved to the second language community where students need to learn language to operate successfully.

Owu-Ewie (2006) explains that learning English language in a country where English is their native language is not as difficult as in a country where it is the second language. Speakers of English in Ghana are considered ESL users. This is because similarly to countries such as Nigeria or India, its people were colonized by Britain. In effect, an ESL speaker is someone who has a first language and learns or uses English as an official language. The challenge the English tutors in Dambai College face is that the students come to the college with a rich experience in their native language specifically Ewe language and minimal English language. Also, the background knowledge of students from the SHS is seen to be weak. Meanwhile, tutors are expected to use English language as a medium of instruction at that level. English tutors in the college have to adopt teaching strategies to enable students develop positive attitude towards the learning of the second language. There may also be times when an English tutor needs to use the students' mother tongue to help teach the English language for better understanding.

The prevailing situation in the college now as far as the teaching of English language is concerned is all about code-switching. English tutors make use of the students' native language in teaching English language which is against the current language policy in Ghana. The policy stipulates that English language should be used as a medium of instruction at this level. Owu-Ewie (2006) states that the problem is not with the policy but its implementation. This is because as a country, we have not provided our teachers and learners with the needed resources to teach and learn the English language.

2.3 The role of the first language in learning a second language

Ghana is a bilingual or multilingual country whereby people speak two or more languages. It means that wherever there are people, there is the possibility that more than one language could be spoken at any time to achieve a common goal. When it comes to the classroom situation, both tutors and students make use of their native languages to interact during teaching and learning. The use of native languages surfaces to enhance teaching and learning of the second language. Some scholars view the use of the L1 in the learning of L2 as very important while some also do not support it. This session examines the arguments in support and against the L1 in the second language classroom.

Language development is central to students' intellectual, social and emotion growth and must be seen as key element of the curriculum (Ferguson, 2003). When students learn to use their native language in the classroom, they speed up the learning of the second language. With the mastering of the first language, students become aware of the many purposes for which the language is used and the diverse forms it can take to appropriately serve a particular purpose and audience. Auerbach (1993), states that forcing people to use L2 violates human rights, claims that the use of L2 in the classroom is a prime example of Fairclough's notion of covert ideological control. This point of view is of great interest because it describes an implicit way of forcing people to use the target language which may aim to break one's ties with his or her native languages and its culture.

MacDonald (1993) strongly advocates the use of L1 in the classroom for the sake of comprehensible input. Cook et al (1979) observe that learning the first language is not simply a matter of learning syntax and vocabulary; rather, it is environmental and linguistic as well as emotional. Thus, ignoring one's L1 would

decrease the cognitive level of that learner. Swain (1995) believes that when learning a new language, learners habitually attempt to find ways to comprehend the new structures in L2 by trying to find the equivalents in the L1. Atkinson (1993) supports the use of L1 at and in appreciable ways. He argues that teachers should find a balance and decide if the use of L1 is excessive or not. Harmer (2007) also believes that L1 use encourages interaction between teachers and students, allows learners to talk about learning, and enhances the social atmosphere in the classroom. Tucker (2005) notes that no matter the number of languages we learn later in life, the rapidity and accuracies of the L1 can simply not be repeated. This means that L1 is the basis for learning other languages and one cannot do away with it, no matter the number of years an individual takes to learn an L2 or any other languages. In effect, the L1 serves as a springboard for the learning of the L2.

Hymes (1972) affirms that languages can be taught in the classroom if comprehensible input is available. He further states that the teacher should be able to create meaningful situations in which these languages live and breathe, besides reducing the „affective filter“ of students to allow the input in. One crucial feature of L2 learning is that the learner has had experience of another language (L1). An experience which enables the learner to master, assimilate and internalize the system of learning the L2. As they learn the new language; the second language, learners incorporate the new linguistic input into their model of language. Lado (1961) states that, „individuals tend to transfer the forms and means, and the distribution of forms and means of their native languages and culture to the foreign language. Second language learners think in their languages, try to express themselves in the second language which results in conflict, and this conflict is as a result of mother tongue interference. With one’s exposure to a new and different language, the individual is

faced with the problem of communicating effectively in this new language. The degree of differences and similarities between the L1 and L2 are important factors in the learning of the second language. The Behaviourist theory states that the properties of the L1 are thought to exercise an influence on the L2 learning. Thus, learners transfer sounds, structures and usage from one language to the other. Contrastive Analysis is the name given to study of the similarities and differences in the features of two languages. The Contrastive Analysis hypothesis was proposed to account for the role of the L1 in L2 learning.

2.3.1 Arguments in support of first language in second language learning

Many studies have argued for the need to use the child's mother tongue in the second language classroom. These studies hold the view that the L1 serves as a bridge between the home and the school and children nevertheless consider teachers act "loco parentis" (on behalf of parents) because they speak their language. A school of thought that believes in the use of L1 asserts that the L1 in the classroom enables the child to express him or herself freely and consequently, will not perceive any negative impression about school. They also claim that language is a fundamental human right for every individual and children should not be denied the use of the language they speak in the second language classroom.

Agyekum (2001) also laments how bad and ineffective a method of education which ignores the mother tongues as the medium of instruction in the early stages of education can be. According to him, teachers who want to use English as early as possible as the school language hold back children's „mental power“. He gives the following reasons: First, teachers set themselves an impossible task. He observes that children cannot develop thinking powers while struggling to learn a second or foreign language. He further explains that early years at school should be used to expand the

child's background regarding the development of ideas and their power of self-expression. Auerbach (1993) also advocates that the use of one's native language may have certain advantages, not the least of which is that it is more in tune with the needs and preferences of the majority of learners. He goes further to say that current second language acquisition theories depict that the use of the L1 reduces anxiety and enhances the affective environment for learning, takes into account socio-cultural factors, facilitates incorporation of learners' life experiences and allows for learner-centred curriculum.

Andoh-Kumi (1997) re-affirms the assertion of Boadi (1976) that the child should learn to love and respect the mental heritage of his people, and the natural and necessary expression of this knowledge in his native language. He therefore warns that there is a crippling and destruction of the pupil's productive power by forcing him to express himself in a language alien to them and the genius of their race. Andoh-Kumi (1999) further explains that the local language can be a potent tool in teaching and learning, especially at the very early stages of the school system. He asserts that a good grounding in the mother tongue of the child facilitates the proper teaching and learning of second or foreign languages. In this sense, Cheung (1999) also notes that the use of the mother tongue in second language learning creates a happy learning atmosphere in the classroom – lots of jokes and hearty discussions.

According to Fasold (1984), in school education, the mother tongue with its rich cultural heritage has an important place. He states that it should be part of second language learning at the earliest stages, particularly for introduction to the study of literature. Many factors, according to him, decide which language is used at the primary level. Some may be political and others may be of a practical nature. The school should therefore widen the experience of pupils in a meaningful way through

the use of the language he or she speaks. He concludes that the mother tongue has an important part to play in the learning or acquisition of a second or foreign language. In a class of absolute beginners in a foreign language, he states, the use of the mother tongue is most economic and efficient. Fawcett (1980) contends that home and school make highly contrasting psychological demands on a young child. He also states that if the mother tongue is not used, to some children, the school becomes a traumatic experience rather than the place of delight in discovery and creativity that it should be.

Pan (1999) also claims that the use of the mother tongue in the second language learning classroom at all levels of education provides a positive, non-threatening learning environment for students, enabling them to make progress in English language as well. He emphasizes that learners become more active, learn more subject matter, enjoy school more, and improve in English language. Both Krashen's Monitor Theory (MT) and Chomsky's Universal Grammar Theory (UG) view the L1 as potentially the first point of departure to L2 acquisition. Researchers who follow this theory posit that L1 plays a major role in L2 acquisition and is specifically vital in the early stages for L2 learners. In addition, Krashen's MT also assigns L1 a privilege status in second language acquisition in that it functions as "an affective filter" during the moment-to-moment processing of L2 input.

2.3.2 Arguments against the first language in second language learning

Notwithstanding the litany of arguments in favour of the use of the L1 in the second language learning classroom, there is a strong argument against its use in second language acquisition. For example, Agyekum (2001), Andoh-Kumi (2001), Asamoah (2002), and Denteh (1990) discuss why some scholars frown on L1 use in the second language learning classroom. According to them, these scholars feel that

the multilingual nature of the country encourages the use of English language as a medium of instruction. They also believe that Ghanaian languages are not developed enough to handle subjects like English Language, Science, Mathematics and Social Studies. To them, any education given through the use of Ghanaian languages can only be an inferior one. According to them, there is the claim that the use of the local languages breeds tribalism and holds the nation back industrially, economically and scientifically. They hold the view that since the child learns language easily in his/her critical period, he/she should start using English as soon as he/she enters school because he/she will need English more than the Ghanaian language in his/her academic life.

In offering a minor place to the mother tongue, Agyekum (2001) writes that the Ministry of Education in the Gold Coast (Ghana) was influenced by certain difficulties in its use, not only as a medium of instruction but also as a subject in the curriculum. The three main difficulties he states are as follows: the existence of a great number of different languages and even of dialects of the same language; the difficulty of training teachers in a multiplicity of languages; and the difficulty in the production of textbooks and literature as he thinks some languages and dialects are not sufficiently rich in themselves. Agyekum (2001) talks of a UNESCO publication in 1953 which states that the use of the mother tongue as a medium of instruction in schools is criticized on the basis that the child already knows his/her own language before entering school, and that there is no need for the school to teach it to him or her again. He says that some people claim that it is impossible for children to acquire a good use of the second language if the school fails to adopt the second language as a medium of instruction from the very beginning. He concludes that it was upon this basis that most schools in the past actually forbade any use of the mother tongue.

Ellis (1984) mentions that classroom management and organisation, as well as more obvious pedagogic goals, should be carried out in the target language. He suggests that using the mother tongue will deprive learners of valuable input in the second language, English (L2). Kropp-Dakubu (1988) notes that Ghana is a country with several languages. Apart from the Northern and Upper regions of the country, three main languages namely, Akan, GaDangme and Ewe are widely spoken, and each of these languages has several dialects. If the mother tongue were to become the medium of instruction, then, to her, one should be selected from the lot and be used throughout the whole educational system. She questions which of the three languages could be adopted. In her estimation, any of these languages, if chosen, may promote the spirit of ethnocentrism in the country. English should therefore be used as a medium of instruction to avoid all these. She again says that critics of mother tongue use think that sooner or later, majority of Ghanaians will become literate; and since English is the main medium by which this literacy is acquired, it is to be expected that all the people should think and express themselves in English.

Phillipson writes that in a multilingual classroom, there would seem to be almost no benefit in using the mother tongue in any situation. This is because the use of any one or more of learners' native languages would only disadvantage those whose mother tongue is different and therefore leave the door open to potential accusations of ethnocentrism. According to Vygotsky (1962), a second or foreign language facilitates mastering the higher forms of the mother tongue. Thus, the child learns to see his language as one particular system among many, to view its phenomena under more general categories and this leads to awareness of his linguistic operations.

2.3.3 *Summary*

In this section, consideration has been given to the role of first language in learning a second language in ESL classroom. From the discussion, the first language is seen as the basis or foundation on which all other languages even in bilingual and multilingual societies are built upon. Several scholars in this section of the discussion spoke in support of the use of first language in second learning in the ESL classroom. They were of the view that L1 serves as a bridge between the home and the school because they speak their own language, that language is a fundamental human right for every individual and children should not be denied the use of the language they speak in the second language classroom, use of L1 enhances the effective environment for learning the L2, it enables the child to express him or herself freely in the classroom, the child will learn to love and respect the mental heritage of his people, a good grounding in the mother tongue of the child facilitates the proper teaching and learning of the second language, the use of first language in second language classroom is most economical and efficient; the use of the mother tongue in the second language learning classroom at all levels of education provides a positive, non-threatening learning environment for students, enabling them to make progress in English language as well, and it functions as “an affective filter” during the moment-to-moment processing of L2 input.

Notwithstanding the literary of arguments in favour of the use of the L₁ in the second language learning classroom, there were strong arguments against its use in second language acquisition. The views of the scholars include: the multilingual nature of the country encourages the use of English language as a medium of instruction, education given through the use of L₁ can only be an inferior one, the use of the local languages breeds tribalism and holds the nation back industrially,

economically and scientifically, since the child learns language easily in his or her critical period, he or she should start using English as soon as he or she enters school because he or she will need English more than the L₁ in his or her academic life, using the mother tongue will deprive learners of valuable input in the target language, and sooner or later, majority of Ghanaians will become literate and since English is the main medium by which literacy is required. It is expected that all the people should think and express themselves in English. Looking at the arguments from both sides, one can conclude that L₁ plays a very vital role in learning second language in spite of some disadvantages it has.

2.4 The use of English in the English classroom

Language learning and usage are very important in our educational sector. The second language is very crucial, considering its role in our society as learners use languages to communicate in and outside the classroom. Despite the numerous benefits of using the first language in teaching and learning of the second language, some scholars think that only English should be used in teaching the second language. They are of the view that because learners are exposed to the language, they have no choice than to learn it. Again, the researchers think that English language should be used as a medium of instruction and at the same time the objective of instruction in the process of teaching and learning. It is also argued that using English to teach the second language enables learners to acquire mastery of the language faster. According to Seligon (1997), the use of English language in the English language classroom creates an opportunity for learners to develop their listening skills and the opportunity to respond naturally to spoken English. This also enables the teacher to effectively manage and control the class because the only means of communication is in English language. It enhances the understanding, thereby creating a close relationship between

learners and their teacher as they pay attention to him. It is also argued that using English as the medium of instruction in the English language classroom prepares learners to adequately learn and communicate in the second language.

2.4.1 Argument in favour of English-only in the English language classroom

The argument of the English-only advocates is that second language learners acquire the L2 in the same way as they acquire their mother tongue (e.g. Cook, 2001, 2008), with caregivers ensuring constant stream of comprehensible input in the TL while being immersed in that language. This ideology is mainly based on Krashen's (1982) comprehensible input theory, where students only need comprehensive input in the second or foreign language to be able to acquire it. Therefore, they believe that teachers should not deprive students of opportunities for genuine exposure to the target language and use the L2 for all interactions in the classroom. They find that the exclusion of the L1 will ensure maximized exposure to L2 input and enhance language acquisition (Cook, 2008). Secondly, their argument is based on the belief that students should learn to think independently in the L2 to successfully acquire the language and therefore the thought processes for L1 and L2 should be kept separate (Cook, 2008). This way, students' goal is to be co-ordinate bilinguals, where both languages have distinct systems in the minds, rather than compound bilinguals, where they form a single system for both languages (Cook, 2001). Overall, English-only advocates equate second language learning with first language acquisition.

2.4.2 Argument against the use of English-only in the English classroom

In contrast to the English-only argument, second language acquisition research does not support the exclusion of students' first language. Auerbach (1993) and others (e.g. Cook, 2008) have argued that the inclusion of the L1 in the L2 classroom "has been theoretically justified, verified by research, and pedagogically accepted, while its

exclusion is based on unexamined assumption” (as cited in Brooks-Lewis, 2009, p. 217). Auerbach further states that “the rationale used to justify English-only in the classroom is neither conclusive nor pedagogically sound” (p. 15). In other words, those who oppose the English-only advocates argue that the movement is only based on common beliefs and assumptions, whereas the inclusion of students’ first language has been proven to be successful. As has been stated, English-only advocates equate second language learning with first language acquisition and believe that the two processes are similar. However, even though L1 acquisition and L2 learning share similarities, they are different processes. One of the arguments for English-only advocates is that students should acquire the language naturally, just like they acquire their mother tongue. On the contrary, when learning a second language, students’ L1 is already present in their minds. Moreover, age can affect how students learn languages, so methodologists claim that these two processes are too different to be compared (Cook, 2008).

The other argument made by English-only advocates is that second language learners should keep the thought processes separate. However, Cook (2001) argues that both languages are interwoven in the learner’s mind and is therefore not possible to try to separate the two. Additionally, Cook (2008) points to the fact that if teachers insist on using English only, they would have students pretending to be native English speakers instead of acting as “true L2 users” (p. 181). Cook (2001, 2008) thus claim that it is completely normal for all second language users to code-switch, and therefore teachers should not try to act as native speakers of the language and insist that students dismiss their first language.

2.4.3 *Summary*

This section discussed the arguments in favour of English-only in the English classroom and arguments against the use of English-only in the English classroom. The use of language is important when it comes to educational issues because it plays an effective role in the line of communication in the classroom. Despite the numerous benefits of using L1 in the English language classroom, some researchers or scholars think only English should be used in the English language classroom. Some of the reasons include the fact that the classroom is the only source of exposure to English for learners and that the L2 should be used as much as possible by making it the medium as well as the objective of instruction in the process of teaching and learning. In school, there is limited time of interaction for learners to master the language, the more exposure given to English language, the faster the students learn. Also, the use of English-only in the English language classroom creates an opportunity for learners to develop their listening skills and opportunity to respond naturally to spoken English. It enables teachers to manage and control the class effectively because the only means of communication is English, the pattern of learning English is the same as for L1 and that if learners continue to speak the L1 in the classroom it will be difficult for them to adequately learn and communicate in the L2.

The use of English-only will help create awareness of the environment on the usage of English since learners will prompt each other for effective use of second language for perfection and it enhances better understanding of the English language. Despite the numerous reasons given by some researchers, other scholars also raised reasons against the use of English-only in the second language classroom. Students are likely to encounter some challenges if only English language is used in the English language classroom. The researchers arguments include; using English-only

may not allow students to understand concepts taught or grasp it, learners will find it difficult to ask questions for clarification, learners cannot perform certain activities in the classroom, learners cannot give equivalent words in the L₁ to aid students understand a word in English, and learners will find it difficult to ask for help from teachers and colleagues when they have difficulty using appropriate vocabulary to express themselves in English. In essence, there may be a huge gap if the mother tongue is not used to instruct, explain, and socialize among others in the English language classroom. From the discussion, it can be concluded that the use of the English-only in the ESL classroom will not help in learning the English language.

2.5 Code-switching

Auer (1984) defines code-switching as the alternate use of two or more languages in the same conversation, usually within the same conversational turn, or within the same sentence or within the same sentence of that turn. The definition implies that in any code-switching situation, there must be at least two languages employed, either within the same sentence or within the same conversational turn. However, the definition does not include the alternate use of a variety of the same language. Therefore, the definition is by no means exhaustive of all that code-switching entails, and is therefore inadequate. Myers-Scotton (1993, p. 4) talks of what she refers to as a more “technical and more explicit definition of code-switching: “... code-switching is the selection by bilinguals or multilingual of forms from an embedded language (or languages) in utterance of a matrix language during the same conversation”. Myers-Scotton’s definition means that in code-switching, there must be the matrix language (ML) and the embedded language (EL) within the same conversation in which the speakers are engaged.

Kamwangamalu (1999, p. 268) states that “in code-switching, there necessarily is one language, the matrix language, whose morphosyntactic structure determines what linguistic elements of the other language, the embedded language, can be and how they should be code-switched”. Lin (2007) in her study, defines classroom code-switching as the alternating use of more than one linguistic code by any of the classroom participants such as teacher and students. In the opinion of Gumperz (1982), classroom code-switching would be considered as a form of situational code-switching. The term code-switching is thus used to refer to the choice to alternate between two or more codes within the same sentence or conversation, or the use speakers make of “more than one language in the course of a single episode” (Heller, 1988, p. 1). Nunan and Carter (2001, p. 275) define it as “a phenomena of switching from one language to another in the same discourse. This behaviour implies the use of one main, host or matrix language, and a secondary, guest or embedded language.

It therefore appears that from the evidence presented by different scholars, code-switching:

- occurs within the same speech event;
- involves at least two languages employed within the same speech event;
- may take place between who may be competent bilinguals or multilingual speaker(s); in that they can speak both languages fluently;
- takes place with the ML (main language of the interaction) and the EL (guest language);
- means that the morpho-syntactic structure of the ML determines how the linguistic elements of the EL should be used in the utterance; such that the

morpho-syntactic structure of the former is preserved while that of the latter is violated; and

- ensures that the internal constituent structure of the EL conforms to the constituent structure of the ML.

Having discussed the views of other scholars on what constitutes code-switching, the following definition will be applied in the present study: the alternate use of forms from at least two languages, or varieties of the same language; one matrix, the other, embedded, in the same sentence or within the same conversational turn.

2.5.1 Differences between code-switching and code-mixing

Several scholars have attempted to define code-switching and code-mixing. Among them are Amuda et al. For instance, Hymes (1972) defines only code-switching (intersentential switching) as a “common term for alternative use of two or language varieties of a language or even speech styles”, while Bokamba (1987, p. 41) defines both concepts thus: code-switching is a mixing of words, phrases and sentences from two distinct grammatical systems across sentence boundaries within the same speech event. Code-switching is the embedding of various linguistic units such as affixes (bound morphemes), words (free morphemes) phrases and clauses from a co-operative activity where the participants, in order to infer what is intended, must reconcile what they hear with what they understand”. According to Ghosh (2009), code-switching refers to the use of more than one language or variety of language in a conversation; whereas code-mixing is the use of two languages at the same time or rather change of language at the same time.

Thomason (2000, p. 32) is also of the view that “code-switching is the use of material from two (or more) languages by a single speaker in the same conversation”. According to her, code-switching is not a display of deficient language knowledge: a

grammarless mixing of two languages; instead, it is a phenomenon through which its users express a range of meanings. By code-switching, which occurs mostly in conversation, the choice of speech alerts the participants to the interaction of the context and social dimension within which the conversation takes place. The phenomenon of code-switching is examined from a conversational analysis perspective, and as such is viewed as interactive exchanges between members of a bilingual community. Very often, the expression code-mixing is used synonymously with code-switching. However, recent research has given new meaning to this term. Maschler (1988) defines code-mixing or a mixed code as “using two languages such that a third, new code emerges, in which elements from two languages are incorporated into a structurally definable pattern” (p. 125). In other words, the code-mixing hypotheses states that when two code-switched languages constitute the appearance of third code, it has structural characteristics special to the new code.

2.5.2 Types of code-switching

According to Bloom and Gumperz (1992), there are two types of code-switching: situational, which occurs when the situation changes, and metaphorical that occurs with changing a topic. Myers-Scotton (1993) further adds that code-switching is either inter-sentential or intra-sentential. While inter-sentential code-switching involves switches from one language to other between sentences, intra-sentential occurs within the same sentence. It is worth nothing that inter-sentential code-switching involves alternating between linguistic varieties at the level of the sentence. In other words, in such a switch, the speakers engage in a continuous pattern of using two (or more) languages (Dzameshie, 1994). According to Liu (2006), there are many kinds of code-switching. Code-switching can be either inter-sentential, intra-sentential or tag switching. In inter-sentential code-switching, the language switch is done at

sentence boundaries. This is seen most often between fluent bilingual speakers. In intra-sentential code-switching, the shift is done in the middle of a sentence, with no interruptions, hesitation, or pause indicating a shift. It often happens within one sentence or even in one phrase. This type of switching will be considered most frequently for the analysis of the language behaviour in the study.

Another type of code-switching, known as code-changing, is characterized by fluent intra-sentential shifts, transferring focus from one language to another. It is motivated by situational and stylistic factors and the conscious nature of the switch between two languages is emphasized (Lipski, 1985 cited in Liu, 2006). The third type of code-switching is tag-switching. This involves the insertion of a tag in one language into an utterance in the other language. In other words, tag-switching refers to the insertion of tags such as *you know* and *I mean* in sentences that complete in the other language. According to Romaine (1995, p.24), tags are “subject to minimal syntactic restriction”. Therefore, the insertion into a monolingual utterance does not violate syntactic rules. This simply means that inter-sentential and intra-sentential switching reflect higher language proficiency, unlike in the case of tag switching.

We can also talk about situational code-switching and metaphorical code-switching. Situational code-switching occurs when the language used changes according to the situations in which the interlocutors find themselves: they speak one language in one situation and another in a different one (Wardhaugh, 1998). Wardhaugh (2006, p. 106) uses the term “metaphorical code-switching” to describe a linguistic scenario where a change of topic requires a change in the language used. Furthermore, he maintains that although certain topics may be discussed in either code, the choice of a code adds a distinct flavour to what is said about the topic. Wardhaugh affirms that metaphorical code-switching can be used to redefine the

situation from formal to informal, official to personal, and from politeness to solidarity.

2.5.3 Summary

This section talked about what code-switching is all about, differences between code-switching and code-mixing and types of code-switching. From the discussion, code-switching is defined as the alternation use of two or more languages in an extended stretch of discourse, where the switch takes place at sentence or clause boundaries. To this effect, in multicultural societies like Ghana, code-switching is possible to affect teachers and students positively to affect teachers and students positively in the course of instruction to convey meaning because the official language of teaching and learning is a second language to the student and the teacher. Researchers have given several definitions to the phenomenon in question in the discussion.

Again, several scholars have attempted to differentiate between code-switching and code-mixing. All of them came to the same level. Code-switching is the alternative use of two or language varieties of a language of even speech styles whereas code-mixing is a mixing of words, phrases and sentences from two distinct grammatical systems across sentence boundaries within the same speech event. Types of code-switching were also discussion under this section. Researchers have identified the following as types of code-switching; situational, which occurs when the situation changes, metaphorical that occurs with changing a topic, inter-sentential which involves switches from one language to other between sentences, and intra-sentential occurs within the same sentence. It is worth noting that inter-sentential code-switching involves alternating between linguistic varieties at the level of the sentence. From the discussion, it was code-switching occurs depending on the speech situation.

2.6 Code-switching in the English classroom

Code-switching is very important in learning the second language. As a multilingual country, learners in the English classroom are bound to make use of their native languages for various reasons and functions. Code-switching is used in the English classroom because it enables students to relate well with one another. Here, fairness would prevail in the classroom because the learners come from different language backgrounds. Tutors use code-switching in the English classroom to explain concepts to the learners. It is also seen that code-switching is used in the English classroom to explain unfamiliar concepts to the understanding of the learners. In the classroom situation, tutors code-switch in teaching particular topics that appear to be difficult to the learners. Again, code-switching in the English language classroom helps to create conducive atmosphere for the learning of L2.

Also, code-switching creates a sense of belongingness or solidarity among students. Here, students feel that they belong to one family and understand everybody in the classroom. Code-switching is also used for self-expression. With this, learners feel free to express themselves in the classroom and this helps them to understand concepts better. Inadequacy of topic-related vocabulary and lack of appropriate registers seem to be other reasons for engaging in code-switching in the English classroom. When interacting with specific topics, bilinguals seem to have difficulty in selecting appropriate words that suit a particular topical area. As a result, they tend to choose lexical items that are appropriate from the language where their repertoire is more comprehensive, that is, where the available register contains the lexemes they need in order to express themselves effectively. This necessarily results in code-switching.

In the teaching and learning process, code-switching can be done in order to lay emphasis on relevant points that students need to note and this usually makes them pay close attention to the concepts being taught. That is to emphasize or highlight the semantic significance of a given word or given topic in the speech event. This may bear pedagogic significance because in many cases, it is the use of emphasis or the intent of assigning importance to a word or topic that directly correlates with a given topic and learners' choice of language. Code-switching is used in the classroom as a means of identifying a specific group, to attract the attention of the interlocutors where addressees form a heterogeneous audience. Learners have the tendency to identify themselves with the majority or with a popular linguistic group at any given point in time. This would enable the students develop a rapport with the group. Code-switching seems to be used in the classroom for fulfilling relational and referential functions of language that amount to effective communication. In other words, code-switching acts as a mediator between one's self and participants in the communicative event. Thus, code-switching enhances effective communication in the classroom.

In addition, code-switching in the classroom is used to capture the attention of the students. That is, stylistic, emphatic and emotional. During the teaching and learning process, teachers may use code-switching to capture the attention of the students. According to Malik (1994), bilinguals or multilinguals often explain issues and ideas using code-switching when they cannot find an appropriate expression or vocabulary item or when the language of conversation does not have a particular word needed to smoothly carry on with the conversation. Moreover, code-switching can be employed to find the appropriate register in the L1 when the students lack such facility in the L2. Malik (1994) again, claims that usually when bilinguals are tired or

angry, code-switching takes place in a new dimension. This means that when the speaker is in the right state of mind he/she can find appropriate words or expressions in the base language. The mood of the speaker is another factor that triggers code-switching in the classroom. David (2003) describes a range of speech acts like reprimands, directives, requests, and warnings that are conveyed by using different intricate strategy to show semantic significance in setting specific situations. In the classroom, teachers code-switch to reprimand students, request students to perform an action, give directives, and warns students about their behaviour.

Sert (2005) also explains that teachers code-switch for the sake of repetition, using it to clarify words and to enhance understanding. The teacher may code-switch in the learners' native language repeatedly for better understanding. Code-switching in the classroom can also be used for explanation and instructions in the classroom. Through this, code-switching is used to instruct students to carry out certain activities and to ask questions. Code-switching may be used to create humour in the classroom. Teachers use code-switching for creating laughter in the classroom, which may create free flow of communication devoid of intimidation and serves as source of motivation to the students. Heller (2003) talks about reiteration and intimates that when students have not transferred the meaning of what is said exactly in the target language, they may code-switch for clarification and confirmation. Again, students reiterate to prove to the teacher that they truly understand what has been said by switching to the first language. Code-switching may be used to make students participate fully in the lesson. When students are allowed to speak freely by the use of code-switching, they would be willing to participate fully in the lesson and this brings about cordial relationship between the teachers and students.

2.7 Reasons for code-switching

There are various reasons why speakers code-switch. Code-switching can be either externally- or internally-conditioned. A bilingual speaker switches code due to the person involved, reason, according to the setting, the interlocutor and or topic. Research has shown that bilingual children are very sensitive when it comes to using their two languages and are able to see these according to the situation of the speech event. When code-switching is externally-conditioned, bilingual speakers switch between their two languages due to their proficiency, their emotional state and their preference. Children in particular would try to use their dominant language rather than their less developed language if the situation allows. Code-switching in the classroom is used by both teachers and students to achieve a specific purpose in the English language classroom. Gumperz and Levinson (1996) argue that code-switching closes the status gap between teachers and their students. Code-switching during the second language learning softens the atmosphere as there may not be equivalent words in English that have same meaning both literally and culturally as the mother tongue of the students.

For teachers to achieve their instructional goals, they use code-switching to facilitate the teaching of some important notes to the students. Code-switching is also used by teachers to transfer points from the target language to the mother tongue for better understanding. Students tend to reason faster in their L1 and equate it to the second language. Code-switching helps students relax and decreases anxiety and stress in the classroom when using the target language. Teachers can resort to code-switching to maintain discipline. In the course of teaching, teachers code-switch to call students to order for them to comply with classroom rules. Teachers also code-switch to save time; in this instance, teachers' code-switching during the English

learning session helps facilitate the flow of classroom instruction. This is as a result of teachers having to spend so much time trying to explain to the students or searching for words to clarify any confusion that might arise. The students are able to communicate better and appreciate the target language when they understand what they read and hear from them.

Code-switching becomes the teaching strategy to bring all the different ability groups on board. If teachers do not communicate well for all the students to understand, it becomes a problem. In this case, code-switching provides the opportunity for language development and acquisition. It also allows for the effective flow of communication and transfer of learning. For students to participate fully in the lesson, teachers may code-switch to make the lesson learner-centred. By code-switching, students feel free to participate in the lesson. Conducive atmosphere is created for the learning of the second language by the use of code-switch.

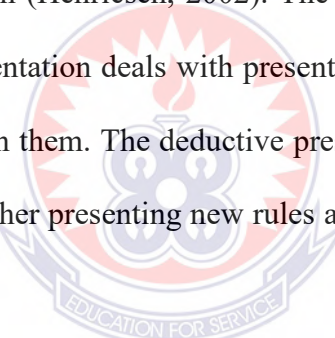
Baker (2006) observes that code-switching can be used to emphasize a particular point, to substitute a word in place of an unknown word in the target language, and to express a concept that has no equivalent in the culture of the other language. He further notes that it is used to reinforce a request, to clarify a point, to express identity and friendship, to ease tension, and to inject humour into a conversation. These situations have been observed in many African countries in which most learners speak a language other than the English language. For example, Merritt et al (1992) in their study show that code-switching and code-mixing are found in their classrooms where English alternated with the mother tongue to reformulate information, bring in new content, and attract students' attention. Probyn (2006) reports that while most teacher-talk was in English, teachers varied widely in the amount of L1 while others stuck to English as far as possible and used code-

switching for increasing comprehension. In a study in Zanzibar, Rea-Dickens and Afiska (2010) report that teachers observed using code-switching did so some of the time in 20% of lesson observed, most of the time in 11%, and rarely in 18%. Most teachers who code-switched and code-mixed did so because they were free to do so as McGlym and Hardman (2009) in Gambia found. They realized that teachers had the right to code-switch in their classrooms, despite an English-only policy in place.

2.8 When teachers code-switch

Teaching and learning take place in the classroom through communication. Teachers have an aim to teach in order for students to understand. They are aware of the language policy in Ghana but despite that, situations in the classroom compel them to code-switch. As a result of this, they code-switch at various stages of lesson delivery in the classroom and do so for various reasons. The stages at which they do this are divided into four. Quoting Panasuk (1999), Panasuk and Todd (2005) discuss the four stages of lesson planning and delivery strategy. These are developing cognitive objectives, designing homework, planning the developmental activities, and constructing mental activities. The first stage is developing cognitive objectives. The cognitive objectives guide the lesson planning process, providing the basis for designing the instructional package and developing evaluation and assessment strategies. The second stage is designing homework that matches the cognitive objectives. Planning homework involves working through the problems to ensure that the assignments incorporate the skills specified by the stated objectives. It also involves creating coherence from cognitive objectives to anticipated learning outcomes, getting insight into the nature and the details of the problems that the students are expected to work out, and foreseeing students' difficulties.

For each stage, there are typical activities to do and specific goals and aims to achieve. The introduction stage can consist of a test, revision, a song, a game or checking homework. Teachers may code-switch at this stage to review students' previous knowledge and to check assignment given to them. Code-switching is also used at this stage to test the students before transitioning into a new topic for the day. The teacher also uses code-switching at this stage to prepare the minds of the students for the next lesson. They can ask specific questions to enable learners to predict what the next lesson would be. The second stage of the lesson delivery is the presentation, which is oriented to the teacher, who presents new grammar or vocabulary, or to the students who interact. Here, the teacher guides the presentation but there may be student input or interaction (Henrichsen, 2002). The presentation may be inductive or deductive. Inductive presentation deals with presenting examples to the students who draw conclusions based on them. The deductive presentation may mean more teacher talking time, with the teacher presenting new rules and explaining or illustrating them (Henrichsen, 2002).

The logo of the University of Education, Winneba, is a circular emblem. It features a central shield with a book and a torch, surrounded by a sunburst pattern. The text 'UNIVERSITY OF EDUCATION, WINNEBA' is written around the top inner edge of the circle, and 'EDUCATION FOR SERVICE' is written along the bottom inner edge.

In the third stage, we have the discussion of the content of the lesson. In this stage, salient points are revisited for better understanding of the concepts of the subject. This stage is very important to teachers and the students as it is used to summarize all key points during the delivery stage of the lesson. It is the highlight of what the students need to take note of and promotes better understanding of concepts taught. At this stage, students are free to ask questions for clarification based on what have been taught. The fourth stage is the evaluation stage where students are assessed by the teacher to ascertain whether they have actually understood the lesson or not. Here, they code-switch to assess the students in order to determine their strengths and weakness. Evaluation is a continuous process in teaching and learning, so teachers

may ask questions to elicit responses from students to know where exactly they need to emphasize on and to give indication to students of key areas that the students should consider important. Assessment is very important when it comes to the evaluation of lesson.

2.9 Types of interactions that necessitate code-switching

Interaction is synonymous with the learning process itself (Allright, 2008). Interaction develops the learner's ability in a language so that the learner can get more opportunity to successfully use language. Interaction also measures the learner's progress as it is a hearth of communication (Douglas, 2001). It is in the interaction that everything about communication is found. It can be in the form of sending messages, receiving them, interpreting them, or negotiating meanings. In an interactive class, there are some activities that can be found, such as doing a significant amount of pair work and group work, receiving authentic language input in real world contexts, and producing language for genuine meaningful communication. Others are performing classroom tasks that prepare students for actual language use, practicing oral communication through the „give-and-take“ exchange and the spontaneity of actual conversation, as well as writing to and for real audience. In these activities, students use the language in real communication (Heller, 1990).

In classroom interaction, teachers and students have a reciprocal effect on each other through what they say and do in the classroom. This aspect facilitates the transmission of the message between teacher and students (Malik, 1994). The teacher and the students are not separate parts in the classroom; they are tied together. In the classroom, the purpose of the teacher is to teach a language. Teachers mainly focus on the verbal interaction or communicative interaction (Cummins, 2000) and do not separate the non-verbal interaction from it; the non-verbal interaction is used to

support the verbal one. Students are normally expected to take an active role in the class and they show their mastery of the language by performing such. Meaningful interaction with others in a target language in the classroom is much more important in language learning. The language learning process is supposed to help conduct activities to get meaningful interaction for language learners. Teachers need to move towards richly interactive language use, such as that found in instructional conversation and collaborative classroom work (Walqui, 2000).

What happens in a productive class hour is described by Tickoo (2009) as follows:

- a) The teacher interacts with the whole class.
- b) The teacher interacts with a group, a pair or an individual student.
- c) Students interact with each other: in groups, in pairs, as individuals or as a class.
- d) Students work with materials and attempt the task once again individually, in groups and so on.

The teacher sometimes interacts with the class as a whole while at other times sub-groups in the classroom. The teacher introduces variations in the interactions patterns.

2.9.1 Interaction groups that can involve code-switching in the classroom

Todd (2005) has identified the following interaction groups in the English language classroom. These include teacher-whole class, teacher-individual learner (in the whole classroom activity), teacher-individual learner (teacher students) and individual work (student-student interaction).

2.9.1.1 Teacher-whole class

Most of the time, the teacher spends time interacting with the whole class using the discussion technique. Most commonly mentioned activities during this interaction are explanation of new grammar or topic. Time is also spent on teacher's

general questions at the beginning of the lesson, on checking homework or on repeating the grammar from the previous lesson. Teachers code-switch when they want to initiate interaction with the classroom in the target language. The teacher code-switches to the mother tongue of the student and not to only one particular student because the interaction is between the teacher and the whole class; this is done to explain difficult concepts to them.

2.9.1.2 Teacher-individual learner in the whole classroom activity

Teacher-individual learner interaction sometimes overlaps with the previous one and is also very common. This type of interaction occurs when working on exercises in the coursebook. The learners are called to answer questions or to pronounce a correct word. The next common activity is the simple conversation between the teacher and the learner before the whole class. In this interaction also, when the teacher realizes that some students are not paying attention, s/he sometimes code-switches to the native language of the students for them to pay attention. Teachers attend to individual students in the second language class because individual attention is very important in teaching and learning process.

2.9.1.3 Teacher-individual learner in pair or group work

One interaction is between the teacher and individual learner but not in the whole class activity, rather, in pair or in group work. In this type of interaction, the teacher monitors the pairs or small groups, asks additional questions or gives some advice, if requested. Here, students are free to code-switch to communicate with their colleagues. This means that students in the classroom are not conversant with the English language and may switch code to communicate with their colleagues.

2.9.1.4 Student-student interaction

Students also code-switch among themselves in the classroom during instruction time even with the presence of the tutor. They do so to supplement speech when they are given a group assignment to work on. This enables them to express themselves better which obviously enhances understanding and effective presentation of work. In individual work immediately after the group work, the most favourable interaction used by teachers is the individual work. The common activities for this interaction are exercises in the textbook where learners are supposed to fill the gaps or create their own sentences, reading or listening. Writing is also one of the activities that take place during individual work. Code-switching happens every day between students and teachers, especially when the student talks to the teacher because has not mastered enough vocabulary in the English language. The student communicates with the teacher either to ask question, contribute to discussion or to draw attention to an important issue in the classroom. Students respond in the very language they speak and importantly, when the student is not fluent in the second language.

2.10 Functions of code-switching in the English language classroom

Code-switching in the classroom is the usage of more than one linguistic code by a teacher or students. It can include code-mixing as well as code-switching (Lin, 1990, 2003). Even if code-switching may be an automatic and unconscious behaviour, it would necessarily serve some functions. Different scholars report different functions of code-switching. Ferguson (2003) provides an overview of some recent studies of classroom code-switching using the following three main categories of functions:

Code-switching to evaluate curriculum - when a teacher code-switches to assess students or their work. This may help the teacher measures the understanding

level of students through the responses that may come from them based on the curriculum. Hence, it is used to meet the different needs of the students. Code-switching to manage classroom – this is when a teacher code-switches to control students. Under classroom management functions, the consideration of how code-switch facilitates the control of classroom interaction systematically and efficiently is given. It is used to open the class, negotiate direction, request help, manage discipline, encourage, for compliments, commands, admonitions or warnings, mitigation, pleading and unofficial interaction. Code-switching can also be used to discuss personal issues. That is, the teacher code-switches while talking to students on topics not related to the lesson (Ferguson, 2003). This is done in order to help them overcome their problems. Similarly, Auerbach (1993) includes functions such as discussion of syllabus, office work scene setting, administration of the classroom, language research, performance of grammar, phonology, morphology and spelling, and discussion of cross-cultural issues. Tasks or hints, interpretation of mistakes and evaluation of understanding are also included.

On code-switching to discuss cross-cultural issues, it is better for teachers to use code-switching to do so since students can understand issues better in their own language. Interpretation of mistakes made by student is best handled by the use of code-switching. Myers-Scotton (1993) also discusses code-switching functions in the classroom according as the interpretation and clarification of subject, evaluation of comprehension, affirmation and stimulation of participants, management and humour and sign of bilingual identity. The management functions of code-switching helps to create humour and a sign of identity. In this sense, teachers use code-switching to let the student feel that they belong to one family. Students also relate to each other

during the teaching and learning sessions. With this, communication becomes effective and every student contributes in class.

Eldridge (1996) examined students' use of code-switching and found four functions. These are equivalence – using equal lexical units from L1 in target language; floor-holding – filling the gaps with L1 use; reiteration – confirmation, underlying or clarification of message that was not understood; and conflict – management of clash of language. In interaction, reiteration happens to be one of the functions of code-switching. In this case, messages are reinforced, emphasized, or clarified where the message has already been transmitted in one code, but not understood. Switching is often triggered by the teacher's assumption that the class (or specific learners) have not understood the basic, for instance, of a marked lack of response (Altinyelken, 2010; Probyn, 2006). Code-switching can also help teachers to guide learners' conceptualization of curricular concepts in order to guide subsequent teaching (Rollnick & Rutherford, 1996). Also code-switching can be used for introducing new information in L1 by using it mainly to reformulate or explain. Furthermore, it is used to introduce new concepts which have not been mentioned in L2 (Adendorff, 1993). Bunyi (2005) notes that code-switching exists on the difficulty of attempting to convey the meaning of a scientific L2 term into L1 where no L1 equivalent exists. Teachers translate words on a regular basis. In situations like these, repetition of the message, which is in the target language, is done by the teacher and the student tries to give the meaning by making use of repetition technique.

Hymes (1972) also focused on students' switching and identified five basic communicative functions. These are expressive function that suggests the use of code-switching to express emotions; directive function that suggests a speaker's will to direct someone on to get the listener's attention; metalinguistic function, which

includes the definition of terms, paraphrasing others' words and some metaphors; poetic functions - when during the conversation, the speaker inserts some jokes, stories, poetic quotations to add a sense of humour; and contact - using code-switching to make learners have a sense of belonging or to enhance their activities. The conclusion to be drawn from these studies is that code-switching in the classroom takes place for various purposes such as educational, social, and psychological. For instance, teachers and learners code-switch to explain lessons, to create humour, to give instructions, to express emotions, to show solidarity, and to clarify understanding. Although some teachers' and students' attitudes towards code-switching are negative, most of them have positive attitudes towards it. The majority of the studies focused on code-switching between different languages in EFL contexts or in English medium classes in ESL context although English as a medium has been widely introduced in various non-native English-speaking countries.

2.11 Importance of code-switching in the classroom

English language learners learn best when their needs are met (Ovando & Carols, 2012). The flexibility of the teacher in the classroom in terms of code-switching can support language learning. Also, it is important to be culturally sensitive and aware. Using code-switching as a tool to acquire a second language enables teachers to increase those *aha moments* in the students. Additionally, it can promote a positive environment in the classroom. By allowing students to learn new words, phrases or terms while feeling that their previous knowledge in their mother tongue is valuable and is a part of them, learners are helped to succeed in the new environment. There is a huge increase in people who support the use of code-switching in the classroom. For teachers, it is important to ensure that when they use quotes, students understand the message and, therefore, in many cases, in order to

help students understand quotations, the insertion of words or direct translations is required.

Fakeye (2012) recommends that parents and teachers should have a positive attitude towards code-switching and that it should not be seen as a sign of linguistic incompetence. The code change should be utilized and is beneficial in bilingual classrooms for the following reasons:

- to provide essential means to create successful lessons across the curriculum and work with texts that are mostly written in English;
- To learn new vocabulary in the classroom; and
- To establish a relationship with students or assert the authority of the teacher.

Becker (2001) indicates that code-switching storytelling provides students the opportunity to gain experience with the linguistic, psycholinguistic and social-communicative aspects of two languages and to signal meaning by shifts. As such, teachers should consider code-switching as a viable academic phenomenon and explore ways for bilingual students to use this activity to enhance verbal skills and reading development.

de Mejia (1998) investigated two Colombian pre-school teachers' use of code-switching in storytelling sessions. Her research suggests that the teachers' use of code-switching can facilitate comprehension and narrative skill development that are critical to school-related activities with literacy development. Shin and Milroy (2000) also investigated code-switching as a contextual cue in the sequential development of conversational interaction among elementary Korean-English children in classroom activities. They report that code-switching can be a useful technique in classroom interaction, especially if the goal is to clarify and convey information to students in an efficient way. In effect, better understanding of code-switching and bilingualism has

had impact on the planning for bilingual education. Programme developers and policy makers should bear in mind that in language learning we develop understanding even as we develop our competence in the language (Moghadam et al, 2012).

2.12 Related studies

There are many studies in the field of classroom code-switching. Most of them have been conducted in bilingual settings where English is a lingua franca – common language to people who have their own L₁ (e.g. Setati, 1998; Uys & Dulm, 2011) and where English is a foreign language (e.g. Alinezi, 2010; Hait, 2014; Sampson, 2011). Various studies have been conducted to find out attitudes towards first language use in the second language learning classroom. For example, Al-Nofaie (2010) examined teachers' and students' attitudes towards using Arabic in English classes in Saudi Arabia. She discovered that the attitudes of the teachers and the students about using Arabic were positive. Moreover, the teachers and students wanted to use Arabic in some cases, even though the instructors reported they knew the drawbacks of using the native language. In contrast, in Dwek's (2010) study, the students held negative views towards the teachers' use of Arabic because they considered such teachers as weak in English. Hussein (1999) conducted a research into students' attitudes towards code-switching in one of the universities in Jordan. He found that the students had both positive and negative attitudes. The results indicated that the major reason for code-switching was the absence of equivalents for terms and expressions in English. Hait (2014) also examined code-switching functions in secondary schools in Jordan and revealed that students mainly used it to discuss personal, educational or pedagogical issues.

Yletyinen (2004), in her study about functions of code-switching in the FL classroom in Finland, found that teachers used code-switching to help pupils who

were less competent, to mark a shift in the lesson, and to move from one topic to another to teach grammar because pupils were not familiar with English terminology. She claimed that code-switching was a useful strategy in the classroom as it saved time. However, the researcher noticed that if code-switching is used a lot, the pupils may learn to expect that after the teacher said something in English he or she would repeat it in Finnish. Regarding learners' code-switching, she found that they used it to help pupils and to correct each other. Sometimes pupils whose level was high used Finnish instead of English to show to the other pupils that they wanted to be at the same level with them. This is because if they used English, the others might feel that they were showing off their English skills (Yletyinen, 2004).

Yletyinen's (2004) findings correspond to Hamidi and Sarem's (2012) research results from a study conducted in an Iranian EFL classroom. They reported that teachers code-switched to make themselves understood. The teachers also switched to joke. On the part of the students, they code-switched mainly to help their counterparts to correct themselves when they made mistakes. They observed an interesting fact: when the teachers code-switched, the students did the same. With this, the students seemed to find it easier to use the language that they knew better (Hamidi & Sarem, 2012). By contrast, Rahimi and Jafani (2011), in their study on students' attitudes towards code-switching, found that many students agreed that sometimes teachers and students should not use Persian, even though it facilitated their interactions. Similarly to this, Moghadam et al's (2012) findings suggest that the students code-switched to verify comprehension, to ask to clarify and to socialise due to the lack of vocabulary knowledge. Here, the teacher used the native language to clarify and translate when it was necessary. Fateni and Barani (2014) also studied the influence of teachers' code-switching on the vocabulary learning in one of the

universities in Iran. They declared that code-switching in the class was not always a barrier or a problem in language learning situation, but a helpful technique since it makes concepts more understandable and makes the process of transferring knowledge easier for both teachers and students.

In addition, Camilleri (1996) conducted a research in a bilingual secondary classroom in Malta. She discovered that Maltese was used to express one's self amicably and to diminish social distance among class participants. The researcher found that English remained the official language, and its use increased the social distance between the teacher and the students. Using only English is considered snobbism in Malta; that is why code-switching served as a way of escaping looking like a snob. She observed that code-switching needed to be considered as a communicative resource as well as a strategy of building special professional identity, to balance the use of English to look educated and to show Maltese identity.

A number of studies have been conducted in African countries where English language is the official language of learning and teaching. Most of the code-switching research carried out there focused on its functions. All of the studies reported that teachers and students switched to their native languages during classes. For instance, Mokgwathi and Webb (2013) asserted that teachers and students did so because learners were not proficient in English and it increased learners' participation and comprehension. At the same time, they confessed that it did not contribute to developing learners' proficiency and confidence in speaking. They found that code-switching enhanced comprehension, increased participation and expanded vocabulary. Yet, it prevented learners' confidence in speaking English and those who are not competent in their native language felt discriminated on. Rose (2006) noted that code-switching helped learners to understand better and to feel free to give their opinion.

Uys and Dulm (2011) also focused on the functions of classroom code-switching, and detected that code-switching was used to talk about the curricular materials and to mark interpersonal relation. Younas et al (2014) also conducted a research to investigate how ESL teachers affect L2 learners' learning in an Indian University. They reported that majority of students agreed they felt comfortable when the teacher code-switched because it decreased the pressure of L2 on students. Mostly, students found it difficult to understand words, concepts and terms presented in the L2.

Many studies have investigated code-mixing and code-switching between Spanish and English. Similar to Yletyine's (2004) findings, Falomir and Laguna (2012) noted that the main reason for code-switching were ease of expression and economy of speech due to the learners' limited competence and insecurity. It was also used to clarify requirements, to translate vocabulary and to restructure patterns in conversation. Martinez (2010) shares a similar idea in his study into the significance of code-switching between Spanish and English in the enhancement of educational literacy. He found that code-switching was a tool that helped students to manage conversational work. For example, students sometimes used Spanish when they did not know words in English. Sampson (2011) shares the same idea as Younas et al (2014). The results of his research on the functions of code-switching at a Colombian school suggest that code-switching did not depend on students' level of English, but rather served for conveying equivalence, to talk about procedures, for floor holding, for repeating ideas, and for building group relationships. He declared that the prohibition of L1 use in the classroom would decrease communication and learning. Contrary to Younas et al's (2014) and Sampson's (2011), Ramirez (2012) revealed that less proficient L2 learners switched more frequently than their highly proficient

counterparts did. Thus, their L1s helped them organise ideas, write better texts, and understand the tasks.

Schweers (1999) investigated students' attitudes towards teachers' use of code-switching at a University in Puerto Rico. He found that the majority of the students reported that the use of Spanish in their English classes made them feel more comfortable and confident and helped them to learn English. Guilzar and Qadir (2010) also tried to understand the reasons for teachers' code-switching in the classroom. They conducted a research in Pakistani classrooms and found that the main reasons for the teachers' code-switching were socialization and creating a sense of belonging. Another series of research devoted to the phenomena of code-switching in the classroom have been done in Turkey. For example, Ustunel and Seedhouse (2005) aimed to uncover the functions of teachers' code-switching in a Turkish University EFL class. They discovered three systematic patterns when teachers code-switched.

- Long pauses when students did not answer the teachers' question in the L2;
- Encouragement to get the students to speak in the L2;
- Stimulate learners to code-switch.

In a similar vein, Eldridge (1996) aimed to uncover the functions of students' code-switching in one of the secondary schools in Turkey. He revealed that the main reason for switching was to ask for clarification or showing understanding by giving the Turkish equivalence. A number of studies on code-switching have been conducted in China, Japan and Southeast Asia. For instance, Weng (2012), in his study in a Taiwanese school, asserted that code-switching could be a helpful and significant unit for students to learn the language because it facilitated L2 learning. The researcher examined attitudes towards as well as the functions of code-switching. He indicated

that the teachers' and students' attitudes were positive. The conclusion to be drawn from these studies is that code-switching in the classroom takes place for various purposes such as educational, social and psychological; for instance, teachers and learners code-switch to explain lessons to create humour, to give instructions, to express emotions, to show solidarity and to clarify understanding. Although some teachers' and students' attitudes towards code-switching are negative, majority of the studies reveal that respondents' attitudes were positive.

2.13 Conclusion

There is no better way of learning and practising the English language than by using a code of conduct to consolidate code-switching. The code of conduct helped students to view the main areas of using or not using native language in the school in general and classroom in particular. This chapter has discussed the role of first language in learning a second language in the classroom because it serves as a springboard upon which other languages are built. Arguments in favour of English-only were also discussed to comprehend the situation surrounding the teaching and learning of English language, especially as a second language. Teachers code-switch to the students' native languages for some reasons; among them are to explain concept, to substitute a word in place of another, to create humour, to clarify issues and to show belongingness. Several scholars have discovered the functions of code-switching in the ESL classroom. Some of these are classroom management functions, content transmission functions, and socializing functions. Research has shown that teachers and students see code-switching in ESL classroom as a very important tool for learning the second language, especially in bilingual and multilingual environments. Code-switching is therefore employed in the classroom for varied

reasons. Looking at its importance, and usage in the ESL classroom, it would be good if teachers and students use it judiciously to enhance second language acquisition.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology adopted in conducting this research. It discusses the research design for the study, population and sample, sampling techniques, sample size, and research site. It also presents information on the instruments and procedures used for data collection, as well as the analysis of data for the study.

3.1 Research Site

The research site was Dambai College of Education, Dambai. The college is the only highest institution in the Krachi-East Municipality in the Oti Region in Ghana. The members of the college community were drawn from diverse ethnic and linguistic backgrounds in the Ghanaian community. The college has a student population of 500. Out of the 500 students, 250 (50%) speak Ewe as their first language, 200 (40%) speak Twi and 50 (10%) speak other Ghanaian languages. All the students are bilingual/multilingual speakers. The bilingual/multilingual speakers are mostly English-Ewe, English-Twi and English-Ewe-Twi speakers. The tutors are also bilingual/multilingual speakers. Their linguistic breakdown is not different from that of the students. Table 1 presents information regarding the linguistic background of the students.

Table 3.1. Linguistic background of students

Language Background	No. of students	Percentage
Ewe	450	90%
Twi	30	6%
Other	20	4%
Total	500	100%

3.2 Research design

The study employed the qualitative method to observe, analyze and interpret data collected on code-switching in the ESL classroom at Dambai College of Education. This method of research design has been chosen by the researcher because it paves way for the researcher to have direct contact with the target group in order to be informed by the real situation as it comes up naturally. The design was considered appropriate to the study with the reason that it offers opportunity to the researcher to capture most of all the aspects of language use in real natural situations. According to Seidu (2012), ethnographic design is a complete or a partial involvement of the researcher in the study to share experiences and better comprehend the system as an insider. This, to a large extent, enables a researcher to study a phenomenon in its natural setting.

This type of design emanated from anthropological field work technique employed by Boas and his followers (Hymes, 1972). Ethnographic research design situates investigators to deal with social phenomena or human interaction. This research design is based on participant recordings of natural talk. The core of the data is recordings of the lessons of the participants. Interview and classroom observation also formed part of the elicitation techniques used by researcher in collecting data.

These additional instruments were used to serve as a supplement to the information gathered from the recordings to make up for any shortcomings the recordings might present. This is to help gather comprehensive data. As cited in Quarcoo (2013), there are four aspects in ethnographic approach (Barton & Hamilton, 1998). These are:

a) Ethnographic is interpretative and by that, the research sought to highlight what interlocutors say and mean in their discourse. The study is interpretive in approach such that it does not predefine dependent or independent variables and also does not set out to test hypothesis. But rather, it seeks to bring to the fore of understanding the social context of the phenomenon and the process by which the phenomenon influences and is influenced by the social context (Walsham, 1995 cited in Rowlands, 2005). The study is to establish how linguistic choices made by students and their tutors are influenced by the college environment

b) Ethnography studies real world settings (Baton & Hamilton, 1998). That is, it studies situations in their natural environment, and the study of code-switching as a language phenomenon needs to be studied in natural speech. The research focused on tutors' and students' use of language in real life that uses code-switching to conduct certain activities in their college setting.

c) To effectively study the social meaning in language variation, one needs to combine different research practices (Eckert, 2000). This must include the incorporation of everyday local observations of a community being studied to be able to extract key elements of social structure, social practice, and social meaning that can correlate with the variable use of principle forms (Eckert, 2000). The work therefore combines different research instruments. All these are employed to triangulate the study.

d) The approach is holistic, giving a true representation. Ethnography is holistic, based on its diversity of studies. This research currently, concentrates on all aspects of the students' and tutors' life, most especially their language use to interact in different classroom activities.

3.3 Population

According to Seidu (2012), population is the entire group of people, objects, animals which the researcher wants to study. In this case, the population of this research comprises the tutors and students in Dambai College of Education, Dambai. The teaching staff strength of the College stands at 38 comprising three females and 35 males. Again, out of the 38 teaching staff, 6 are English language tutors and they are recruited for this study. The number of students is at 500, made up of 200 first year students and 300 second year students. The first year students are made up of two (2) classes while the second year students are made up of eight (8) classes. The third year group is not included in the study because they were on internship and therefore not on campus. Table 2 presents the population of the school.

Table 3.2. Population for the study

Name of college	Student population			Tutors population (English tutors only)		
	First year	Second year	Total	Male	Female	Total
Dambai college of education						
Population	200	300	500	6	-	6

3.4 Sampling and sample size

The sampling technique used in the audio-recording was the simple random sampling. The recording was done in eight (8) classrooms. This technique was chosen for the reason that each member of the college (students and tutors) stood the chance of being recorded which would make the study to be. Sample size is a subset of a

population that is the source of the research data. Seidu (2012) also refers to it as the selected subset of the whole which is being used to represent the population.

3.5 Research instruments and data collection

The recordings, interviews and classroom observations were the instruments used for the collection of data.

3.5.1 Data collection protocol

The researcher, being a tutor in the college and with his good relationship with the teachers and students, discussed his intention with the Vice-Principal of the College to obtain permission. In the course of the discussion the researcher made it known to the Vice-Principal that he would need assistance from some of the tutors to help in the audio recordings. He also assured the students that the data would be used purposely for this research work and not for any other purpose.

3.5.2 Audio recording

In order to give a vivid account of the nature and motivation of code-switching phenomenon, data were gathered through audio-recordings of the tutors and student during classroom interactions. The total recorded audios were 55, out of which 40 exhibited code-switching. The recordings were randomly done due to the fact that the study is an exploratory study and the researcher does not determine who switches and at what time that is done. The recordings lasted for one and a half months. After gathering the audio files, the researcher did the transcription of the data by assigning pseudo names to the conversations. The data were transcribed based on themes. In all, there were fifty-five (55) recordings. Out of this, forty (40) exhibited the phenomenon of code-switching and were considered for the study. The 40 recordings were for both tutors and students. The researcher took into consideration the sentence or utterance

samples which involved code-switching for the analysis. Purposive sampling technique was adopted in selecting the recordings.

3.5.3 Interview

The researcher also conducted interviews after gathering the data of the audio to supplement the recording this was aimed at cross-checking the information from the audio recordings. The six (6) English language tutors granted the interview and it was carried out informally. Hundred (100) students were also interviewed. Out of this, fifty (50) were in level 100 and 50 in, level 200. The semi-structured interview was used and this offered the researcher an opportunity to capture the views of the respondents on relevant information on code-switching in the ESL classroom. An interview is a relevant instrument in a qualitative study because it offers greater opportunities for the researcher to access exact words of the interviewees in relation to the phenomenon. The interview was conducted with the aid of a schedule.

According to Fontana and Frey (2005), there are three types of interview. These are structured (standardized), semi-structured (semi-standardized) and unstructured (unstandardized). The study adopted the semi-structured type. Semi-structured interview, according to Patton (2002), grants interviewers the opportunity to specify issues and decide the sequence and wording in the course of the interview. The researcher established rapport with the interviewees. Appointments were booked with some of the informants while others agreed to be interviewed immediately. The interview was carried out on one-on-one basis. It was conducted at a time and place convenient for the informants. The researcher created a casual condition to make the interview more intimate. In all, hundred (100) students and 6 teachers were interviewed.

3.5.4 Classroom observations

Observation allows first-hand experience of what is taking place in a setting (Patton, 2000). The researcher employed non-participant observation in this study to observe participants in their natural surroundings with the aim of looking for specific details that enable the researcher to verify what was repeated during the interview. According to Patton (2002), observation allows the researcher the chance to learn things that people would be unwilling to share during interview. This enabled the researcher to confirm some of the responses from the interviews. In all, eight lessons were observed.

Each lesson was approximately 2 hours. This being the case, the researcher's brief presence in the classroom might have influenced both teachers and students to change behavior to some extent. Observation notes were taken during the lessons as the researcher sat in the back of the classroom at where a desk had been set up for him. In taking notes, the researcher captured the linguistic processes that took place during the learning of English Language. This involved teacher-student interactions, group discussions, lesson interactions, lesson delivery, lesson evaluation and question and answer sessions as well as how the teaching and learning progressed.

3.6 Data Analysis

The data gathered were transcribed and translated for analysis. Not all the utterances recorded exhibited code-switching. Since the objective of the study was to investigate code-switching as a phenomenon, the work only used the portions that included code-switching, even though some non-code-switched versions are used to enable readers to comprehend the text. Secondly, to have a true representation of speech samples, there has not been any change in the data, including grammatical structures. The data analysis procedures employed in this study was the qualitative

data reduction and series making efforts that tallies volume of qualitative materials and attempt to identify core consistencies and meaning (Patton, 2002). This research method is applied in qualitative research strategies to analyze data after being collected in the field. The data collected during fieldwork was analyzed through the following procedures or steps:

- First, was the transcription and translation of the audio-recordings.
- All the interview response was recorded and discussed.
- Notes were taken during class observation and discussed.
- Lastly, was presentation and discussion of the data in writing up the report and all the findings following the research questions and conceptual framework in chapter two of this study. Themes and sub-themes were created,

The audio recordings of lessons, and interviews were transcribed and grouped into themes and the analysis focused on answering three research questions. The study revealed that tutors code-switched at four stages in the English classroom. These are introduction, delivery, closure and evaluation. Code-switching at these stages are not static but are dependent on what the tutor and students want to achieve at each stage with the view of enhancing understanding. English language involves arts that help develop skills which are mainly grouped into two receptive and productive skills. These translate to listening skills, reading skills, speaking skills and writing skills. The types of interactions that may necessitate code-switching in the English language are teacher-whole class, teacher-student, student-student and student-teacher interactions. These interactions are geared towards performing academic, management and socializing functions of code-switching. The researcher listened to the audio tape recordings and interview repeatedly and orthographically transcribed the lessons. Notes taken during observation were also useful to the researcher since they

reflected or captured most of the things that the audio-tape could not capture. From all these sources of data, the researcher categorized the findings into themes.

3.7 Ethical considerations

At the preliminary stage before going for fieldwork a letter was obtained from the principal of the college which provided a research permit to college, administrators in order to proceed with the research. The researcher then proceeded to meet the key figures of this study and explain how he plans to conduct the research as well as the participants who would be involved in the study. In order to maintain confidentiality and anonymity of interviewees the names of the participants were not discussed. To assure confidentiality of official documents obtained for this study was by not disclosing names of the interviewees. Once permission to start the research was granted by the authority of the college, the researcher began by scheduling interviews session and observations in the classroom. At the beginning the researcher explained the purpose of the study, asked for consents to conduct the interviews and explained their rights as participants to participate in the study. Considering the subjects of the research who were the main source of information, it was important therefore, to make sure that permission is sought.

3.8 Validity and reliability

In order to ensure validity, this study made use of more than one source of data collection techniques. The research instruments used were audio-recordings interviews and class observation. Patton (2002) noted that studies that use one method are susceptible to errors linked to a particular method than studies that used more than one method whereby different types of data provide cross-data validity checks. Validity in qualitative research, the researcher is the instrument (Patton, 2002). Qualitative method displays credibility through the skills, competence and vigor of a

research during fieldwork. The researcher is the main person in obtaining information from research participants. To facilitate good report, the researcher treated each interviewee with respect asking probing questions and paraphrasing the interviewee's response to ensure responses are understood. This is to enable them to be comfortable and ease to share more of their experiences. In this study the researcher was able to ensure reliability by preparing in advance an interview guide in which the questions asked were direct and clear. Also, class observation notes were taken on setting. The data collection techniques used increase the reliability of the study.

3.9 Conclusion

This chapter has given a brief presentation of the research design, area of study together with research strategies. Also, data collection techniques such as audio-recordings, interview and class observation have been discussed. The chapter further presents sample and sampling techniques where there were selections of both tutors and students. The data analysis procedures which involved content analysis together with ethical consideration during data collection were considered. The study is a purely qualitative survey which used instruments such as audio-recordings of classroom lessons, classroom observation and interview to gather data on teachers and students code-switching in the English language Classroom. The sampled population for the study was English language Teachers from Dambai College of Education and level 100 and 200 students of Dambai College of Education.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents the results obtained from the analysis of data through class observation, audio-recordings, and interviews from participants (tutors and Students). The analysis was done based on the conceptual framework of Gumperz and Levinson (1996) as well as responses to the research questions. Data for the analysis were classroom lectures of Dambai College of Education, Dambai. In all, six (6) English language tutors were interviewed with six lessons observed and 100 hundred students were also interviewed and recorded. The classroom observation shows that all the six tutors observed code-switch in their lesson delivery. Helping their students get a better understanding of the lessons, managing the classroom, clarify a concept and explaining complex grammar points were some of the reasons the tutors gave for code-switching in the English language classroom. The tutors also added that creating a sense of belongingness and humour is another reason for code-switching in the classroom. The chapter is divided into segments; the first one presents the analysis of classroom observation which the researcher used to ascertain the first-hand experience of the phenomenon. The analysis indicates that some of the tutors in Dambai College of Education Code-switch when teaching the various aspects of the English language. These include Methodology, Grammar, Composition (Essay writing) Reading Comprehension and Literature. The analysis also revealed that tutors in Dambai College of Education Code-switch to elicit responses from the students and to create a conducive atmosphere in the classroom. The classroom observation again revealed that code-switching plays a supporting and facilitating role for both tutors and students, and this helps in achieving their instructional objectives.

4.1 Occurrence of code-switching in the English language classroom

The use of code-switching was closely observed in the classroom and the summary is presented in Table 4.1. This shows the number of tutors, aspects of the English language observed, level and total number of students in each level.

Table 4.1. Summary of classroom lesson observation

Tutor	Aspect	Level	No: of students
Tutor 1	Grammar	200	100
Tutor 2	Literature	100	120
Tutor 3	Composition	200	100
Tutor 4	Reading comprehension	200	50
Tutor 5	Grammar	100	80
Tutor 6	Methodology	200	50
Total = 6		Total = 6	Total = 500

As already indicated, six (6) English language tutors from Dambai College of Education were observed in four (4) different aspects of the English language. The aspects were Grammar, Literature, Reading Comprehension and Methodology delivered to 500 students. Tutor 1 taught grammar lesson to 100 students in Level 200, Tutor 2 taught literature to 120 students in Level 100, and Tutor 3 taught composition to 100 students in Level 200. Also, Tutor 4 taught reading comprehension to 50 students in Level 200, Tutor 5 taught grammar to 80 students in Level 100, while Tutor 6 taught methodology to 50 students in Level 200. The classroom observations revealed that code-switching was used in the classroom for

the different reasons. First, the tutor used code-switching in a grammar lesson to enable the students to understand complex concepts. This is illustrated in Extract 1.

Extract 1

Tutor: [turns to students to explain the meaning of Word Classes]

Tutor: word classes are made up of major and minor word classes.

[wo nye nyahawo eye wo ma de hatsotso eve me. Gãtɔwo kple suetɔwo]

Tutor: But today we shall look at the major word classes only.

[Egbea, mia le ŋku de nyahawo fe hatsotso gãtɔwo ŋuti]

Tutor: They are Nouns, Verbs, Adjectives and Adverbs.

[Woawoenye: Dɔkɔnyawo, Dɔwɔnyawo, Dɔkɔnyadɔwo kpakple

Dɔwɔnyadɔnyawo]

Tutor: Mina ŋkɔnyawo fekpɔdeŋuwo [give examples of nouns]

Students: Dambai, Hohoe, Kofi, Ama.

Tutor: Form simple sentences with the nouns. [Mi wɔ nyafɔkpe kple ŋkɔnyawo]

Mensah: My father travels to Dambai.

Tutor: De ego me de evegbe me. [translate it into Ewe]

Dotse: Fofonye yi Dambai.

Tutor: Let's us look at the functions of nouns in a simple sentence. [Mina miele ŋku de ŋkɔnya fe dɔwɔfowo ŋuti le nyagbe me]

Tutor: Nouns function as a subject and object of a sentence. [Wowɔla dɔ abe nuwɔla kple fidola le nyagbewo me]

Tutor: Everybody should give one example where nouns function as subject and object of the sentence.

Mawuli: Kofi went to farm.

Tutor: Good Mawuli, somebody should underline the subject and the object of the sentence.

Adzoa: Kofi went to farm.

Tutor: Somebody should translate into Ewe.

*Janet: **Kofi yi agble.***

In this extract, the tutor is teaching on the topic *word classes* and after he explains the types of word classes in English, he code-switches to Ewe to further explain in the L1 for better understanding, using a lot of examples in L1. Again, the observation revealed that tutors code-switch to instruct students. The main focus of teaching and learning is to enhance understanding which leads to a particular desired change (Gulzar, 2009). Tutors are so innovative and creative that they are able to discern when students have difficulty understanding concepts or lesson. With this, tutors quickly code-switch to instruct the students in order to avoid any barrier that would hinder their understanding. An example of such is shown in Extract 2.

Extract 2

Student: Sir nye me se nua gɔme o [I did not understand what you just said Sir.]

Tutor: You did not understand?

Tutor: I was saying that a noun functions as a subject of a sentence and an object of the sentence. It can be direct object or indirect object we gave examples now come out with your own [Na wo ηutɔ wo kpɔdeηu]

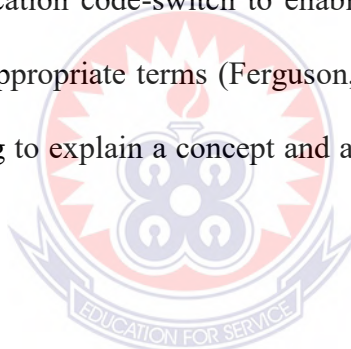
Atsufɔe: Danye ɖa akple'. [My mother cooked akple']

Tutor: From your example, mention the subject and the object of the sentence.

Atsufɔe: Danye-Nuwɔla, akple'- fidola.

Tutor: God!! Clap for her [Mifo akpe nee]

In this extract, a tutor has code-switched to instruct students in the mother tongue after he taught in English language and wanted the students to construct sentences of their own on the functions of nouns. A student then draws the attention of the tutor that he does not understand what the tutor taught due to the language used. The tutor quickly code-switches to Ewe, the language of the students, to teach the lesson again. As a non-participant in the teaching and learning process, I observed that the student was not active in the teaching and learning process when the tutor used English language to instruct. Students' participation or involvement became high making the class very active as soon as the tutor started using L1 because they understood the language very well. The classroom observation also revealed that English tutors in Dambai College of Education code-switch to enable students to express themselves fluently and to use the appropriate terms (Ferguson, 2003). Extract 3 shows how the tutor uses code-switching to explain a concept and allow the student to follow and do the same.



Extract 3

Tutor: everybody should form sentences with any adjective qualifying a noun in English first and then transcribe it to Ewe later. [Ame sia me nawɔ

nyafɔkpe kple ɲkɔnyadɔnya le yevugbe me gbã hafi miatrɔe de Euegbe me]

Student 1: the big tree fell. [Ati lolo la mu]

Student 2: Kofi has a small head. [Kofi fe ta le sue]

Tutor; Clap for them. So we learnt that adjective qualifies noun in a sentence.

[ɲkɔnyadɔnyawo kɔa ɲkɔnyawo ɲuti le nyagbewo me]

Tutor: Use the following adjectives to form sentences in Ewe.

Tutor: red, beautiful, black, new

Student 1: Takuvi dzie.

Student 2: Nyɔnu la dze tugbe.

Student 3: Tɔkpo yibo.

Student 4: Awuyeye le asinye.

Tutor: I want somebody to transcribe the sentence to English for me.

Student: Sir, I will do it.

Tutor ok try let's see

Abena: The handkerchief is red.

The woman is beautiful

The bucket is black

I have a new dress

Tutor: Clap for her. Well done.

The observation revealed how creative some tutors can be with the use of code-switching. From Extract 3, the tutor wants the students to use adjectives to construct sentences of their own. But the tutor, realizing the challenge that some students may go through, quickly asks the students to code-switch by forming the sentence in native language before translating it into English. This strategy increased students' participation in the lesson and gave students enough time to think through the appropriate expression or word to use in translating the sentences. This strategy actually communicates to the students that their native language is no different from the second language as they may think. It also informs them that they can reason in their native language before expressing themselves in the English language. Importantly, the switch helped the students to identify the appropriate word to use for a particular item or situation. At the introductory stage of the lesson the tutor uses code-switching to review students' previous knowledge. This assertion is observed in extract 4.

Extract 4

Tutor: Today we have reading comprehension but hafi mia xlē nua [before we read] I want to ask you some few questions.

Tutor: Mention Four (4) cause of bushfire in the country [nu kawoe hea dzobibi va nε?]

Students: Activities of farmers, palm-wine tappers, cigarette smokers, hunters, etc.

Tutor: good, any other causes of bushfire?

Student: Mime ga nya deke o [We do not know any other causes]

Tutor: what do you think will be the little of the passage for today? [Nukae nye nu xexlē la fe tanya?]

Student: Dzobibi le Ghana [Bushfire in Ghana]

Tutor: good, clap for him. So today we are going to read about the Causes of Bushfire and its Effects in Ghana.

From Extract 4, the tutor strategically code-switches so that the students could relate very well with the situation and predict the expected answer. The tutor code-switches in a reading comprehension lesson to enable students predict what the passage would be about. This was one important use of code-switching observed in the English language classroom which happens almost every day. It again increased students' participation in the lesson and this makes learning permanent on the part of students (Amuzu, 2012). Secondly, the researcher observed that tutors code-switch to emphasize points and concepts explained in the English language. Tutors want to meet the individual academic needs of students. This is attested in Yevudey (2013) that after a lesson is delivered in English, teachers code-switch to the native language

(in this case, Ewe) to stress what was said in English for the students who may have some challenge with the English language. This assertion is observed in Extract 5.

Extract 5

Tutor: Before we read the passage let's understand some of the unfamiliar words from the passage. [Hafi mia xlẽ nua miadze agbagba ase nya aqewo gɔme nyuie].

Tutor: Who understands the meaning of the word "inflammable?" [Ame kae se nya ma gɔme?]

Mensah: Egɔme nye be ate ŋu abi dzo [it means it catches fire anytime]

Tutor: You have tried. It means something that is alleged to fire.

Tutor: We shall look at the remaining ones in the cause of the reading.

Students: Yes Sir.

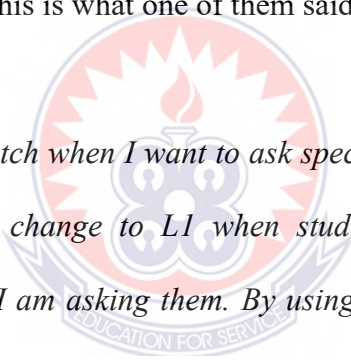
In Extract 5, the tutor is discussing the meaning of unfamiliar words with the students before the reading stage. The tutor has to stress on the unfamiliar words using examples in the native language to enable the students understand it and explain in English or provide its synonym.

The classroom observation indicated that English tutors are not so much interested in speaking the native language to their students in class. A particular situation informs what the tutors should do to help students understand the lesson as well as for the tutor to achieve his or her objectives. It can be seen from the extracts that code-switching does occur in the English classroom but it is employed strategically to help students predict answers. Tutors code-switch to lay emphasis on important points in the course of teaching so that students would note such important facts for further consideration. Again, tutors code-switch to instruct students when they realize that students have difficulty understanding concept being taught and to

explain technical terminologies to them with the aim to enhancing understanding. Code-switching also helps students to express themselves by filling the linguistic gaps that they may have. When students lack the appropriate word to use in English language to express themselves, they may code-switch for continuity in speech than creating a gap due to insufficient register to use.

Most tutors at College of Education are aware of the current policy governing the medium of instruction in Ghana. In spite of this, there may be some conditions and situations that compel them to code-switch in the English language classroom. In this research, it was revealed that the tutors have a fair idea of the current language policy for teaching, especially from the Upper-Primary to the Tertiary level. When the tutors were interviewed, this is what one of them said:

Extract 6



In fact, I code-switch when I want to ask specific questions. Most often, I start with the L2 and change to L1 when students are not getting the actual meaning of what I am asking them. By using L1, students are able to get the meaning of the questions and answer them correctly.

The tutor's answer confirms Ferguson's (2003) view that tutors code-switch for academic purposes by asking questions from students to identify the extent of leaning and for remedial teaching. The response from the tutor also emphasizes that students are not able to do well because understanding questions in the English language could be challenging, which may hinder their performance. Another tutor responded that:

Extract 7

When concepts are in the abstract as soon as you mentioned the names of the item or object in their L1, students are able to form the mental picture of the said item.

The tutor was of the view that code-switching is used to enhance teaching by helping students to be associated with objects or materials that are readily available to them in the classroom. This implies that students have enough experience (vocabulary) in their native language and the opportunity is created (by speaking the native language), they would bring these experiences to support the learning of the second language.

Another tutor said that:

Extract 8

Tutors cannot take away code-switching in the English classroom, because there may be a word used in a text. I may try to explain using the L2 but when the students still do not understand then I have no option than to code-switch to the native language of the student to explain perfectly for them to understand.

The indication is that code-switching can be used in different situations; among them is for explaining grammatical points, explaining new or unfamiliar words, and checking understanding on the part of students. However, the situation should not be fixed; where the tutor always code-switches to explain key points based on the context of a specific situations, the tutor can decide which situations code-switch should be used in. It is true that explaining the meaning of terminologies and difficult words in English is time consuming and mostly ineffective. Code-switching can therefore be used to explain such complex words to help students understand the word better.

A study conducted by Greggio and Gill (2009) to examine the use of L1 Portuguese-speaking beginner-ELF students revealed that teachers utilized L1 as an effective teaching strategy for explaining grammatical rules and for offering feedback. The study further revealed that students used code-switching as a learning strategy to enhance their understanding of lesson content and as a means of participating in class discussions. It is therefore argued that code-switching facilitates classroom discussions and the learning of the second language. Thus, code-switching is a very powerful tool that tutors use in the English language classroom though the language policy on the teaching of English at the Colleges of Education in Ghana frowns upon it.

The analysis shows that code-switching was used at different stages of lesson delivery. These stages are introduction stage, lesson delivery stage, and closure stage (Todd, 2005).

4.1.1 Introduction stage

It is important to acknowledge that code-switching happens depending on the need of students at any particular stages of the lesson and what the tutor wants to achieve at each stage of the lesson. During the observation, it was noticed that tutors employed code-switching at the introduction stage. At the introduction stage of a reading comprehension lesson, the tutor code-switched because he wanted the students to predict the title of the passage. This is seen in Extract 9.

Extract 9

Tutor: *Today we have reading comprehension but hafi mia xlē nua [**before we read**] I want to ask you some questions.*

Tutor: *what are the causes of bushfire in the country? [**Nu kawoe hea dzobibi va nē?**]*

Students: *Activities of farmers, palm wine tappers, cigarette smokers, hunters etc.*

Tutor: *good, any other causes?*

Students: *mie ga nya dēke o. [**we do not know any other cause.**]*

Tutor: *what do you think will be the title of the passage for today? [**Nu kae nye nu xexlē la fe tanya?**]*

Student: *Dzobibi le Ghana [**Bushfire in Ghana**]*

Tutor: *good, clap for him. So today we are going to read about the “causes of Bushfire and it effect”*

A critical study of the extract indicates that the tutor code-switched at the introduction stage, strategically employing it to yield the desired result. This enabled the students to predict what the passage would be about and most importantly increased their participation in the lesson. It was clear that the tutor code-switched when to get the students to be involved in the lesson. This helped them to understand the lesson better, making the concept learnt permanent on the part of the students. In another development, the tutor code-switched at the beginning of a composition lesson. This was done to elicit responses from the students about writing an article for publication. The tutor used code-switching in this case as an *ice breaker* and to initiate discussions in the classroom. This is shown in Extract 10 as follows:

Extract 10

Tutor: *who has ever written an article for publication before?* [***Ame kae xlē nuwo tso nyadzɔdzɔgbalēwo me kpɔ?***]

Students: we have been reading from papers but we have not written before.

Tutor: *ok, what are some of the things contained in the article you have read?*
[***nu ka woe nuɲɔɲɔ la la ɔ de eme?***]

Philip: *Title of the article, heading, name of the writer.*

Tutor: *good, you have done well. Today we shall look at " Article writing "*

Here, the tutor strategically employed code-switching to tap on the students' previous knowledge and to set students thinking about what the topic for the day would be. The tutor did this to explain the question to the students to enhance understanding so that they would effectively contribute to the discussion. It increased student's participation and at the end, the students would write a meaningful article for publication. In another reading comprehension lesson, a tutor code-switched to explain new vocabulary items to students as well as on how to answer reading comprehension questions. This is illustrated in Extract 11.

Extract 11

Tutor: *Let's look at the meaning of the following words in context.* [***Mina mia le ɲku de nyawo fe gɔmedede ɲuti.***]

Tutor: *Systematically, ambiguous.*

Mawunyo: *Egɔmee nye be doɔo nu* [***it means in order***]

Dotse: *ambiguous gɔmee nye nyame tote fe deka* [***it means straight forward***]

Tutor: we all tried your best. The meaning would be clear when we start reading the passage.

From the extract, we see that the tutor code-switched to explain some new vocabulary items in the passage that students have read to ensure proper understanding and proper usage of such vocabulary items. The tutor uses code-switching to explain meaning of difficult words in the second language at the beginning of the lesson. This assertion is observed in Extract 12.

Extract 12

Tutor: who are called Jury? What do they do? Where can we find them?

Students: they are lawyers and magistrates

Philip: No sir, they are judges at the law court.

Tutor: Philip's answer is correct. How do you call judges in Ewe?

Adzoa: Wo nye nyadrɔlawo [they are called lawyers]

Tutor: Are you sure Adzoa? [Ekaɖe edzia Adzoa?]

Tutor: Judges give final verdict at the law court. They are higher than the lawyers [Wonye vɔnudrɔlagawo]

In this extract, the tutor code – switched in order for the student to come out with the meaning of the word “jury”. The tutor used L1 to explain the meaning of the word “jury” and this enabled the students to understand the meaning of the word better. This will guide the students to use the word “jury” appropriately.

4.1.2 Delivery stage

Code-switching occurs at the delivery stage of the lesson as well, especially when the tutor wants to explain some major points to the understanding of the students and also to reduce tension in the class. When the class becomes tense, it becomes difficult for the students to concentrate or for the tutor to teach. Tutor can decide to code-switch to create a relaxed classroom environment for students to feel motivated to study and to concentrate at the delivery stage. Mostly, it is at this stage

that interaction between tutor and whole class, tutor and student, student and tutor and student and student mainly occur, making this stage an important stage. From the analysis of data, there were instances where tutors code-switched during lesson delivery. An instance is observed in Extract 13.

Extract 13

Tutor: Today we are going to talk about types of sentences according to structure where we should be looking at simple compound and complex sentences [Egbea miasrɔ nu tso nyagbe fe hawo ηuti; nyagbewo abekotsowo, fokpliwo kpakple hɔyɔwɔ]

Tutor: A simple sentence is made up of one clause, one verb and a subject [Nyagbekotsowo nye nyagbe si wo dɔwɔnya dɛka le, nuwɔla le eye woɔea susu dɛka dɛ go]

Tutor: Compound sentence is made up of two separate simple sentences with coordinating conjunction. [Nyagbe fokpliwo wo nye nyagbesi me nyagbekotso eve nɔna eye kɔsanya tua wo dɔ]

Tutor: what are the features of a compound sentence? [Nu kae nye nyagbe fokpliwo fe dzesidenuwo?]

Student: It is made of two simple sentences, it contains two or more verbs, it makes use of coordinating conjunctions.

Tutor: good, now everybody should give one example.

In the classroom, communication is a two-way affair which should take place between the tutor and students. It becomes dangerous and unprofitable when a partner in the communication process cannot understand the other due to the language used. From the extract, the tutor was teaching on the *types of sentences according to structure*. Because he wants the students to clearly identify the features of the various

sentence types, he code-switches to the native language (Ewe) to enhance effective understanding. This is noted by Ferguson (2003) that such use helps students to follow the instructor's direction. In fact, the tutor's use of code-switching helped the students to identify the features of the different types of sentences and to form their own sentences. The extract below shows how the tutor uses code-switching to explain the concept of sentence types according to structure to the students.

Extract 14

Tutor: *Complex sentence has one independent clause and one or more dependent clauses. It is joined by the subordinating conjunctions [Enye nyagbe si me miate ŋu akpɔ nyagbekɔsɔkɔsɔ ɖokuisinɔtɔ ɖeka kple nyagbekɔsɔkɔsɔ ɖokuisimanɔtɔ ɖeka alo wu ɖeka le.]*

Tutor: *Example, if I pass my examination I will go to the university. [Nenye be me kpɔ dzidzedze wɔdɔ nyuie le dodokpɔa me la, ekema ma yi universiti]*

Tutor: *Students, come out with your own examples.*

Code-switching helps to create a sense of belongingness which enables students to express themselves freely without any fear or intimidation. This is because the language used in the classroom creates an environment for students to feel relaxed to associate with and to express themselves effectively. This promotes teaching and learning (Block & Trager, 2009) Extract 14 gives an indication that code-switching gives the students an alternative means of expressing themselves, when they lack the appropriate vocabulary or register to use. Here, the tutor code-switched in the class, for example, when he translated the sentence to L1 for the students to understand and form their own sentences. In Extract 15, the tutor used code-switching to explain the key words in the lesson plan preparation in English Language.

Extract 15

Tutor: What does it mean when we say the objectives of the lesson plan should be achievable?

Students: Sir, it means at end of the lesson, the teacher should be able to meet the targets or goals set.

Tutor: right, I want somebody to say it in Ewe.

Tsokpo: Le nusɔsrɔ fe nuwuwu la nufiala fe taɔdzinu nava eme.

Students also use code-switching as a means of continuity in speech. This help to bridge the gap that would be created in an interaction process; where the student lacks vocabulary, interaction would be very difficult and this obviously would result in a break in communication (Choy, 2011). In a situation where the tutor code-switches and allows the students to also switch when needed, the students would have an alternative vocabulary or word to fill the gap or other words to use to effectively enhance interaction in the classroom. In addition, code-switching helps to meet the individual needs in imparting knowledge in the classroom (Bista, 2010). The class is made up of individual students with different learning abilities and code-switching is used by tutors to bring the language to the level of students in order for them to benefit from the instruction. The tutor wants the students to relate key words in lesson plan preparation in L1 and see whether they have understood the concept or not. This assertion is observed in Extract 16.

Extract 16

Tutor: Having looked at the components of the English lesson plan in your group and then translate the words into Ewe.

Students: Sir, we cannot do because this is the first time, we are introduced to lesson plan preparation.

Tutor: Ok, then we will do it together.

Tutor: Objectives [Wo nye taɔdzinuwo] Core- points [Wo nye nyativeviwo]

Evaluation [Wo nye dɔdeasiwo].Teacher-Learner activities [Wonye nufiala

kple nusrɔlawo fe wɔfewo]

RPK [Wonye nu nyaɔi]. Teaching and learning materials [Wo nye nufianuwo] Mie se wogɔme azɔa? [have you now understood the components?]

Student: yes sir, miɛse egɔme azɔ [we have understood it]

In Extract 16, we see that the students lack the appropriate terms to use so the tutor has to switch to their native language to explain the concept and to help them discover the appropriate register. This made it easier for the tutor to achieve his aim and the students to discover the words that would have been difficult to grasp. We therefore realize from the extracts that code-switching is an effective linguistic resource that when used well makes English language teaching and learning very simple and interesting.

4.1.3 Closure stage

The closure stage of the teaching and learning process is very important to the tutor and the students. It is the summary or highlight of the key issues in the classroom interactions that students need and to carry with them. It also forms the foundation of the students' understanding of the concepts taught. In essence, closure should form part of every lesson for the benefit of the students. Closure can be weekly, daily or monthly but it is geared toward the benefit of the students. The tutor code-switched at this stage of the lesson to summarize the lesson on lesson plan preparation in English. This assertion is observed in Extract 17.

Extract 17

Tutor: To summarize the components of the English language lesson plan, let us go over again. We said the first part is made up of rubrics. That is school, class, subject, number of roll and references. The second part is the actual format of the lesson plan. The main headings are: Date / Day, Topics / Subject / Objective / RPK, Teacher – Learner Activities, Core points and Evaluation.

Tutor: Let me translate for everybody to benefit from the class: [Nufiafiado ma de hatsotso eve me: akpa gbato ku de sukuu, klase, xexleme, kpekpedenuxafe kple gbososo me. Akpa evelia lo nkeke, yleti, tanya, taqodzinu, nunyadi, nufiala kple nusrlawo fe wonawo, nyati veviwo kple dodeasi.]

Tutor: I hope everything is clear to all of you now.

Student: Yes sir

Extract 17 illustrates the use of code-switching by the tutor during a *Methodology* lesson and this involves issues such as lesson plan preparation. The tutor does this to summarize the major points in the lesson on the components of the English language lesson plan. This is mainly done to highlight the relevant areas that students need to pay particular attention to in writing their English lesson plan.

4.1.4 Summary

The occurrence of code-switching in the English language classroom and the summary was presented in a table form. It clearly shows the number of tutors, aspects of the English Language observed or taught, levels and the total number of students in each level. The discussions and analysis were based on the audio recordings of the lessons observed with extracts from the recordings. As already indicated, six (6) English language tutors from Dambai College of Education were observed in four (4)

different aspects of the English language. The aspects were Grammar, Literature, Reading Comprehension and Methodology delivered to 500 students. Tutor 1 taught grammar lesson to 100 students in Level 200, Tutor 2 taught literature to 120 students in Level 100, and Tutor 3 taught composition to 100 students in Level 200. Also, Tutor 4 taught reading comprehension to 50 students in Level 200, Tutor 5 taught grammar to 80 students in Level 100, while Tutor 6 taught methodology to 50 students in Level 200. The classroom observations revealed that code-switching was used in the classroom for the different reasons. First, the tutor used code-switching in a grammar lesson to enable the students to understand complex concepts

Teaching and learning go through stages to ensure systematic presentation of concepts and effective understanding on the part of students. The three stages identified in the data are introduction, delivery, and closure stages. During the observation, it was noticed that tutors employed code-switching at the introduction stage. At the introduction stage of a reading comprehension lesson, the tutor code-switched because he wanted the students to predict the title of the passage.

During the observation, it was realized that at this stage that most interactions between tutor and whole class, tutor and student, student and tutor and student and student mainly occur, making this stage an important stage. Also, during the observation it was realized that the tutor code-switched at this stage of the lesson to summarize the lesson on lesson plan preparation in English language. Tutors code-switch at each of these stages but for various reasons; prediction, ice-breaking, increasing class participation, explanation, translation, and creating a sense of belongingness among others. The importance of code-switching cannot be underestimated because it helps tutors to achieve their instructional objectives at the various stages of teaching and learning. Code-switching helps to meet the multi-purpose

needs of students since tutors use it strategically to help them understand lessons in the English classroom.

4.2 Types of interactions that necessitate code-switching in the English class

Teaching and learning takes place when there is effective interaction between the tutor and students. Tutors are able to determine when students do not understand what they are teaching as a result of the language being used. Some challenging situations compel tutors to code-switch to the native language of students to explain words or phrases that they do not understand in order to teach effectively. Tutors do initiate code-switching depending on the language level of the students and the situation at hand as well as the topic under discussion. From the data analysis, code-switching was found to occur in four different types of interactions in the classroom. These are tutor-class, tutor-student, student-student, and student-teacher interactions. These are discussed as follows:

4.2.1 Tutor-class interaction

Interaction in the classroom can take different forms and teacher-whole class interaction occurs when a teacher initiates interaction with the class. During the observation, it was found that a tutor code-switched to the native language of the students to enhance communication (cf. Heller, 2001). In an English Grammar lesson, a tutor asked a student to respond to a question. At this point, the student stated that he did not understand what the tutor taught. This was as a result of the fact that the tutor used English throughout. However, rather than serving as a means, it became a barrier to the student's understanding. From this, the tutor had to code-switch to enable the students to understand the lesson. Ferguson (2003) refers to this as code-switching for academic reasons and specifically for the purposes of explanation. The

tutor code-switched to the native language of the entire class rather than only one particular student. This is seen in Extract 18.

Extract 18

Tutor: Students, now that you have understood what a “morpheme” is, I will like you to identify the number of morphemes in the following words:

Unhappy, hateful, management, consider, impossible, department, ungratefulness.

Student: Sir, nye me se nua gome o. [I do not understand what you asked us to do]

Tutor to class: Are you sure? [Eka de dzia?] Hmm. A morpheme is a unit which cannot be further divided into units. I have given examples to support the definition and I want you to identify the number of morphemes in those words with the understanding of morphemes. Students I will use Ewe language for you to understand, ok.

Tutor: Me be de “morpheme” nye nyakui si ke atenu anɔ edokui si gɔmesese anɔ esi.

Tutor: Have you now understood what I asked you to do?

Student: Yes, sir

Tutor: Now do the work for me

Student: unhappy → 2 morphemes, hateful → 2 morphemes, management → 2 morphemes, consider → one morpheme, impossible → 2 morphemes, department → 2 morphemes, ungratefulness → 4 morphemes.

Tutor: good.

From the extract, the tutor code-switched to explain the concept of “morpheme” to the entire class which helped him to achieve the instructional objective. Although it is

against the language policy to use the L1 at this level, it became an important tool that the tutor used when an attempt to use the second language failed to achieve the desired goal.

In another instance, a tutor asked a question in English but students were unable to answer. This may be due to the fact that they did not understand the question (Gilbert, 2007). The tutor then utilized code-switching to ask the question in the L1 of the student since research has proven that students reason and understand best in their own language (Agyeman, 2018). Questioning is a powerful technique used by tutors and it can be at the introductory, delivery or the evaluation stage of the lesson. Responses from students inform the tutor of the next line of action in the teaching and learning process. It helps the tutor to code-switch to the L1 for the student to understand the question before they answer. The teacher code-switched to enable the students to answer few questions in order to predict the title of the passage to be read. This assertion is observed in Extract 19.

Extract 19

Tutor: Today we have reading comprehension but hafi mia xlɛnua [before we read]

I want to ask you some few questions.

Tutor: What are the causes of bushfire? [nukae hea dzobibi va nɛ?]

Students: activities of farmers, palm wine tappers, hunters, cigarette smokers etc.

Tutor: good, any other causes?

Students: mie ga nya 2eke o. [we do not know any other cause]

Tutor: What do you think will be the title of the passage for today? [nukae anye nuxelɛ la fe ta nya?]

Students: Dzobibi [bushfire]

Tutor: good, clap for him. So today we are going to read about the “causes of bushfire and its effects”

From the extract, it is seen that tutors code-switch to ask questions in order to check students’ understanding on the topic taught. It largely encourages students’ participation in class since code-switching enhances understanding by bringing concepts to the level of the students. Code-switching is also used to motivate students to do more and this makes them feel recognized in the classroom. Motivation is a powerful technique that helps students to be innovative and to increase their interest in learning the second language. The code-switched at this stage of the lesson to enable the student grasp the new concept. This assertion is observed in Extract 20.

Extract 20

Student: The word “unfaithfulness” is made up of four (4) morphemes.

*Tutor: good, some of you are doing well, **mia ame de wo miele dzesidem nyakuia wo nyuie** [some of are beginning to identify the number of morphemes in a given word. **Ame sia me ne na kpodeju deka [Everybody should give one example]***

From the extract, a student took the initiative to give an example of a morpheme. This made the tutor happy and so he used the opportunity to encourage the entire class to follow the footsteps of the student.

In addition, tutors code-switch to instruct students, especially when they have difficulty grasping the concept in a lesson. They do so in the native language when they want the student to understand the concept in order to perform a peculiar activity. The tutor at this moment wanted to find out whether the students have understood the lesson or not by making use of code-switching. This is observed in Extract 21.

Extract 21

Students: Sir, nye me se nyasi negblo me o [I do not understand what you said]

Tutor: I was saying that inflectional morpheme does not change the meaning of the word or its part of speech whereas Derivational morpheme changes the meaning of the word. I gave you examples and I want you to follow the examples and come out with your own. Ewo abe mie me se nyasi megblo o [I think you do not understand all that I said]. Megblo be ma 2e eme na mi le Evegbe me ne miate nu ase egome nyuie [I will repeat it in Ewe for you to understand it better].

Inflectional morpheme nye nyakui si wo metro nanya la fe nɔnɔme o gake Derivational morpheme trɔ nanya la fe nɔnɔme.

Tutor: Can you now give examples of the morphemes?

Students: yes, sir.

Klutse: boy + s → boys is example of inflectional morpheme, sing + er → singer is an example of Derivational morpheme.

Tutor: good, akpe

Extract 21 is an example of a lesson in which a tutor code-switches to instruct in Ewe in a Grammar lesson. He did this because he had wanted the students to give examples of *Inflectional and Derivational morphemes* in which there will be a change in one form and no change in the other. But a student drew the tutor's attention that he did not understand the lesson on the specific types of morphemes. The tutor then code-switches to help student to understand, enabling them to provide examples such morphemes.

4.2.2 *Tutor-student interaction*

Again, classroom communication is a to-and-fro affair where the tutor talks to students and a student also talks back to the tutor for effective teaching and learning to take place. In this situation, the tutor interacts solely with individual students in the classroom. In the teaching process when the tutor realizes that some students are not paying attention, the tutor sometimes code-switches to the native language of the student to find out the situation and maintain discipline in the classroom. Extract 22 is an interaction between a tutor and a student; the student was watching a movie on his phone during class while his colleagues were pointing fingers at him. The tutor had to find out the reason he was watching the movie at such time so as to maintain order in the class.

Extract 22

Tutor: What is happening over there?

Student: Is Philip! Sir!

*Student: Philip le film kpom le efe phone dzi [**Philip was watching film on his phone**]*

*Tutor: Philip bring the phone to me. [**Philip ko phone la nam**]*

The extract reveals that after the tutor's instruction and order, there was discipline in the class, and the tutor had the attention of all students. This was as a result of the utilization of code-switching. Ferguson (2003) observes that code-switching is used for class management and that was exactly what the tutor did.

Additionally, tutors code-switch to motivate their students to work hard or to encourage them to do more. This actually encourages them, thereby promoting high performance in their academic work. For example, a student gives examples of *inflectional and derivational morphemes* and the tutor is excited that he code-switches

to Ewe to appreciate him and to encourage him to continue with such good effort. This is seen in Extract 23.

Extract 23

Student: Inflectional morphemes – drink + s = drinks and Derivational morphemes – teach + er = teacher

Tutor: Clap for him, yes, ewɔ dɔ nyuie [he has done]. Now it is time for everybody to give his or her example. [Amesia me nena kpɔdeɲu].

From the extract, we realize that students“ feel valued and appreciated when tutors switch code to their native languages to motivate them. They become happy and feel part of the class. This boosts their morale to learn the second language better due to the recognition given to him or her. Code-switching in this instance also plays a significant role by motivating other students who might be passive to be active in class.

Furthermore, tutors switch codes to explain and draw students“ attention to some important points that they are to note. It is not always the case of addressing the entire students in class but sometimes the focus is on one particular student whose academic needs the tutor might want to meet. This means that the tutor code-switches to explain some relevant points on the topic to such a student. This helps to enhance understanding and address whatever challenges that student may be facing. The tutor switches code to emphasize key issues in the lesson so all the students would pay attention to. This eventually helps them to avoid making any mistake, especially during one-on-one tutorials.

4.2.3 Student- student interaction

Code-switching is a system employed by two or more people to enhance communication among students in the classroom (Wardlaugh, 2010). The students

constitute a fair representation of about 79 indigenous languages in Ghana (Lewis, 2009). This means that students are not always conversant with English language and may switch codes to communicate with their colleagues. Students are exposed more to L1 than any other language and it would be difficult for any Ghanaian student to master and speak English without any help outside of the classroom. Students “code-switch in the classroom during instructional time, even with the presence of the tutor. They do that to supplement speech (Skiba, 1997) especially when they are given group assignments to work on. They code-switched to the language that the majority can speak and understand for the discussion. This enables them to express themselves better which obviously enhances understanding and effective presentation of work. In a presentation by a group in a composition lesson in Extract 24, a student had to code-switch to explain a question asked by a member of the audience for the leader to answer the question. As they work in groups some of them code-switch to explain for the others to understand the questions before answering. In a situation where a student is unable to express him or herself, code-switching provides continuity in speech and this enables them to flow in speech rather than getting stuck due to lack of an appropriate word.

Extract 24

Student 1: Mena aɔaŋu aɔeke sike atsi dzobibi nu o le wo nufɔfo nu o [you have not given any solution or suggestion that can minimize bushfire in your presentation]

Student 2: oh, nye me se afi ma gɔme nyuie o [oh, I have not understood that aspect of the essay topic very well].

The extract reveals a conversation between student 1 and student 2. Here, student 2 did not understand a question asked based on the essay topic after a group

presentation on the causes of bushfire, effects and solutions. Student 1 tried to explain the question in English but could not express himself well due to insufficient vocabulary in the second language. As such, he switched code for student 2 to understand in order to respond. This confirms the fact that code-switching also happens among students when they want to express themselves well for other students to understand exactly what they mean (Romaine, 1989 cited in Gumperz 1995).

4.2.4 *Student-tutor code-switching*

For effective teaching and learning to take place, there is the need for the two-way communication between tutor and student. This is exactly what the English language classroom seeks to do in that English is based on developing the four main skills of the students. The student communicates with the teacher either to ask question, contribute to discussion or to draw the tutor's attention to important happenings in the classroom. Code-switching takes place between students and tutors every day in the English language classroom. This is especially true in a case where students talk to the tutor because they have not mastered enough vocabulary in the English language. Students respond to tutors in the very language in which they are spoken to, more importantly, when the student is not very fluent in the second language. An illustration of this is seen in Extract 25.

Extract 25

Tutor: Nu kae le dzɔdzɔm le megbe? [What is happening at the back there?]

Student: It is Philip sir [sir, Philip ye o]

Tutor: Nu ka wɔm wo le? [What is he doing?]

Student: Ele film kpɔm le efe phone dzi [He is watching film on his phone]

Tutor: Bring the phone to me [Kɔ phone la vɛ]

From the extract, there was a disturbance in the course of tutor's delivery and the tutor had wanted to find out from the student the reason for talking. The student then mentioned that it was Philip who was watching a movie on his phone. The student code-switched in response to the tutor's question. The tutor's thus code-switched to maintain discipline in the classroom.

4.2.5 Summary

Interaction in the classroom is an important process in teaching and learning that tutors employ all strategies to ensure effective teaching and learning takes place. Tutors and students make use of code-switching to achieve their goals in the English classroom. Code-switching happens between teacher-whole class, teacher-student, student-student and student-teacher for various pedagogy reasons. These interactions at the various stages of lesson delivery create a conducive atmosphere for learning the second language. Tutors use code-switching at the various stages of the lesson to explain concepts, give examples, clarify issues and explain difficult or unfamiliar words for students to understand better. Students on the other hand, feel free to ask specific questions in the class and relate with one another in the classroom very well. It was observed that tutors and students interact mostly by the use of code-switching for better understanding of concepts and issues. It was seen as a better teaching strategy for learning second language.

4.3 Reasons for code-switching in the English classroom

Code-switching in this particular study was the alternating use of English language and Ewe within English language classes by the tutors. The aspects of the English observed in this study displayed positive attitudes of tutors towards code-switching. They believe that moderate code-switching is tolerable as long as the switches do not interfere with the essential processes of the leaning itself. From the

interview conducted for the six English language tutors in the college, they came out with several reasons for code-switching in the ESL classroom this confirmed what David (2003) and Malik (1994) came out with. The scholars identify the following as the reasons for code-switching in the English language classroom; for communications, conceptual, emphasis, interlocution and lexicon. These were exhibited and seen during the observation and interview service.

4.3.1 Communication reasons

One of the reasons why tutors code-switch in the ESL classroom is for easy communication, effective communication to establish goodwill among students and to support students. This is to enable the tutors and students to utilize the shortest and the easiest route to communicate more effectively in the classroom and to establish goodwill and support among the students. Tutors wish to create certain communication effects and to exclude another person from dialogue. By the use of code-switching in the classroom, students are free to communicate effectively for better understanding of concepts. From the interview conducted for the tutors one of them remarked:

Extract 26

I code-switched in the classroom for students to feel free and speak their minds without any difficulty.

The answer given by the tutor confirms the argument by David (2003) and Malik (1994). These authors are of the view that effective communication in the classroom is one of the reasons for code-switching in the English language classroom. The response from the tutor emphasizes that students may not be able to communicate effectively if code-switching is not used in the English language classroom.

4.3.2 *Conceptual reasons*

Another reason for code-switching in the ESL classroom is conceptual which includes clarifying misunderstanding, for habitual experience and to create semantic significance as put by David (2003) and Malik (1994). Tutors used code-switching to clarify misunderstanding of concept and issues by the student. Tutors also use code-switching as means to clarify habitual experiences in the classroom. Explaining meaning words by the use of code switching is very importance. Tutors use code switching for this purpose. One of the tutors remarked:

Extract 27

I employed code switching in the classroom to clear misunderstanding of students certain concepts and to explain meaning of words to them.

The respond from the tutor indicate clearly that code switching is use to clarifying misunderstanding of students and to explain meaning of words in the second language for better understanding. This confirms what David and Malik came up with.

4.3.3 *For emphasis*

Furthermore emphasis is also one of the reasons for code-switching in the ESL classroom by the tutors. Tutors code-switched to emphasize a point and to capture attention in the classroom. Conversant in their discourse, would find it convenient and appropriate using a language that is not a native language to express an idea that he is emphatic about. He either intentionally or unintentionally, would switch from his second language to his first language. On the other, he switches from his second language to his first language because he feels more convenient to be emphatic in his second language rather than in his first language. Tutors use code-switching to lay emphasis on some key points in the course of teaching for better understanding. One of the tutors had this to say:

Extract 28

I code-switch to lay emphasis on the particular points when teaching the English language. For example, when I was taking the lesson plan preparation, I code-switched to lay emphasis on the components of the English lesson plan.

The answer given by the tutor confirms Baker's (2006) view that tutors code-switch in order to lay emphasis on a particular point. The response from the tutor emphasizes that students may find it difficult to understand the components of the English lesson plan if he does not code-switch to the native language for better understanding. Again, the response from the tutor emphasizes that students may find difficult to understand the components of the English lesson if he does not code-switch to the native language for better understanding.

4.3.4 Interlocution

Code-switching for interlocution is another reason for code-switching in the ESL classroom. This comprises code-switching to close the status gap of the students and to show identity with a group. Code-switching is also used to express group identity. The way of communication among academics and the various disciplines is obviously different from the other groups. In other words the way of communication in one academic community is different from that of another. Tutors code-switch in the classroom to express group solidarity among the students, to show identity with each other and to address different audience. Students feel they belong to one family. Another tutor remarked in this way:

Extract 29

I code-switched to bring the students together. I want them to understand that they are one people with a common destiny.

The response from the tutor confirms Sampson's (2011) that code-switching serves the purpose of marking solidarity. The tutor was drawing attention to the fact that belongingness in the ESL classroom is very important for the learning of the second language.

4.3.5 *Lexicon*

Again, code-switching occurs in the ESL classroom as a result of rare lexical needs which include conveying precise meaning, communicating more effectively, negotiating with greater authority, lack of facility, lack of appropriate register and some concepts that are easier to express in one of the languages. The most reasons for tutors to code-switch in the ESL classroom is due to lack of equivalence lexicon in the language. When a Ghanaian bilingual has a word that is not in the English language, he will find it easier to say it in L1. Also, when topics are technical in nature and are firmly associated with English and the topic itself, it will trigger a switch to English. Tutors code-switch in the ESL classroom when students lack appropriate lexical items in the second language and to convey clear meaning of difficult concept in the second language. Concepts are well explained by the use of code-switching. During the interview, one of the tutors had this to say:

Extract 30

I code-switch to clarify a concept when teaching English language for better understanding. For example, I code-switch to clarify the concept of morphemes" which is new to the students. They knew nothing about morpheme at the Senior High School before coming to Dambai College of Education. When I code-switch to clarify new concept, they understand better.

The tutor was drawing attention to the fact that code-switching is used to enhance teaching by helping students to understand new concept better. The answer given by

the tutor confirms Bakar's (2006) view that tutors code-switch to clarify concept in the cause of teaching a new concept. Another tutor remarked that:

Extract 31

We cannot take away code-switching in the English language classroom, because there may be a word used in a text. I may try to explain using the L2 but when the students still do not understand then I have no option than to explain perfectly for them to understand. Typical example is when teaching reading comprehension with regard to the new vocabulary items, I code-switch.

The answer given by the tutor also confirms Bakar's (2006) view that tutors code-switch to substitute a word in place of unknown words. The argument is that code-switching can be used in different situations: among them is for explaining complex grammatical points, explaining new or unfamiliar words checking understanding on the part of students.

However, the situation should not be fixed, where the tutor always code-switches to explain points, but based on the context of specific situation, the tutor can decide which whether to use it or not. It is true that explaining the meaning of terminologies and difficult words in English only is time consuming and mostly ineffective. Code-switching is thus used to explain or instruct may help students understand the word better and clearly, hence the student will understand what he or she has been taught better. The conclusion is that code-switching facilitates classroom discussion and the learning of a second language. Another tutor remarked that:

Extract 32

I code-switch to clarify concepts when teaching English Language for better understanding. For example, I code-switch to clarify the concept of

“morphemes” which is new to the students. They knew nothing about morphemes at the Senior High School before coming to Dambai College of Education. When I code-switched to clarify new concepts they understand better.

The answer given by the tutor confirms Baker (2006) view that tutors code-switch to substitute a word in place of unknown words. The argument is that code-switching can be used in different situations; among them is for explaining complex grammatical points, explaining new or unfamiliar words, and checking understanding on the part of students.

4.4 Functions of code-switching in the English classroom

Code-switching in the classroom is the usage of more than one linguistic code by tutors and students. Even if code-switching may be an automatic and unconscious behavior it might necessarily serve some functions. Code-switching, a common linguistics practice among multilingual speakers occurs when a speaker alternate between more language varieties in a single conversation. This phenomenon manifests itself in diverse ways and to achieve different goals. Tutors of English language frequently claim that they code-switched in the second language classrooms for various functions. Tutors used code-switching as a pedagogical strategy in order to achieve educational goals. In dealing with functions of code-switching in the ESL classroom tutors’ perspective and students’ perspective is handled separately in order to reflect a wide ranging understanding of the phenomenon in educational settings.

Different scholars report different functions of code-switching, among them are Canagarajah (1995) and Ma (2019). They identify two main functions of code-switching in the classroom: Micro and Macro functions which include classroom management and content transmission functions. Ferguson (2003) also identifies

socializing function as one of the functions of code-switching in the classroom. It means that code-switching in the classroom depends on the situational needs of the students. The tutors and students code-switched in the English language classroom when the need arises during interaction sessions. Nowadays, tutors and students value the use of code-switching in the English language classroom because of its functional roles it plays. Wardhaugh (1986) state that code-switching occurs when the languages used change according to the situation in which the interlocutors find themselves.

4.4.1 *Micro functions*

The micro functions consist of classroom management and content transmission functions. The classroom management function, according to Canagarajah (1995), include negotiating, requesting help, managing discipline, mitigation, directions, opening the class, teacher compliment pleading and unofficial interactions and teachers command. Tutors use code-switching to prepare the class for the lesson by giving the necessary directions in regards to the arrangement of the classroom. This functions deal with how code-switching can enable tutors and students to regulate their classroom interactions efficiently and systematically. Again, code-switching is used to help students in order to perform an activity in the classroom. In this regard, the class is able to keep track of what is being imported. In another development, students code-switch in the classroom when they want to complain to the tutor about their fellow classmates. Here, the switch serves the purpose of framing these utterances as different from the ongoing pedagogical activities. As part of the classroom management function, tutors code-switch to encourage the responses from the students. This enables the students to participate fully in the class. Tutors also used code-switching on many occasions to discipline students in the classroom. This brings order in the classroom. Code-switching is also

used in the ESL classroom to discuss non-lesson related matters with the students.

During the interview, one of the tutors remarked:

Extract 33

I used code-switching in the classroom to discipline students or to maintain order. At times I use it to direct students in the classroom.

From the tutors response, it was clear that code-switching play very important role in the learning the second language. Maintaining discipline in the classroom during instructional time is very important. So the tutor thought the best two or teaching strategies to use is code-switching.

4.4.1.1 Content transmission

An important type of micro functions is the content transmission function. The functions of the content transmission category meant that code-switching can be helpful in enhancing the effective communication of the content of the lesson, including the language skills, which are specified in the curriculum. The content transmission categories are explanation, parallel translation, definition, negotiating, cultural relevance, review and unofficial student collaboration. Tutors use code-switching to review previous lesson and these enable them to effect a smooth transition to the new topic for the day. It refreshes students' memory for the next lesson. Again, tutors often use code-switching to define new vocabulary items in the English language. The use of the equivalent word in the L1 creates instant recognition and makes it easy for students to understand the meaning of the new vocabulary easily. With this, code-switching provides many different strategies for explaining and reinforcing the matters taught in the ESL classroom. Tutors literally repeat the previous statement by using code-switching for better understanding. Merrit (1992) claims that a strategy such as repetition serves a purpose similar to translation that

helps to enhance clarity. Tutors also use code-switching to interact with the students on personal issues. Another interviewee agreed with the functional role of code-switching had this to say.

Extract 34

I cannot do away with code-switching in the English language classroom because of the roles it plays. I used code-switching to explain difficult words in English, define terminologies, explained concepts and ask specific questions.

From the tutor's response it is important to know that when teachers use code-switching in the classroom, it enables students to relate the L1 to L2 for better understanding. The tutor was of the view that code-switching serves as an important teaching strategy which cannot be overemphasized.

4.4.2 Macro functions

The macro function of code-switching deals with socio-educational aspect which includes training the students for the social and communicative life outside the school. Tutors and students may find it difficult to use English language, for instance, for negotiating their extra-pedagogical purposes outside the classroom (Canaragajah, 1995). Tutors use code-switching to discuss personal issues outside the classroom. One of the tutors indicated that:

Extract 35

I need to attend to my students' personal issues where I meet them to discuss their personal issues. For me to understand the issues better we have to resort to code-switching. This will enable me to understand the issues better and deal with it in the manner that will help solve the problem.

From this response, it is clear that code-switching helps to train students how to communicate in their social lives to explain issues clearer. The tutor was of the view that code-switching is good for social interaction.

4.4.3 *Socializing functions*

Code-switching plays a very vital role in terms of socialization. It encourages both tutors and students to cooperate with one another during teaching and learning process. Code-switching in the ESL classroom motivates students to participate fully in the lesson which enhances easy acquisition of the second language. Students feel at home and use their mother tongue freely in the classroom to express themselves. It stimulates students to learn the target language very fast (Seedhouse, 2005). Marking solidarity, identity, and belongingness in the classroom enhances effective learning. From the interview, almost all of the tutors admitted that code-switching is a very useful tool in teaching the second language. The tutors confirmed that the standard of English language of the students from the SHS is very low and therefore there is a need for them to resort to code-switching as a teaching strategy to solve this deficiency. According to the tutors students shows positive attitude towards the use of code-switching in the English language classroom. Here are few remarks from the tutors and the students. One of the tutors remarked:

Extract 36

I make use of code-switching for students to understand concepts and topic better.

This response is from the tutor is confirmed by Cheng (2013) that tutors make use of code-switching in ESL classroom in order to explain new concepts to the students to understand better. Another tutor was in agreement with the use of code-switching in the ESL classroom and had this to say:

Extract 36

I use code-switching to discuss personal issues with students in the ESL classroom.

This remark from the tutor is confirmed by Ibrahim et al (2013) that code switching is used to discuss personal issues with students in ESL classroom since students can understand better their own languages.

Extract 37

I code-switch in the ESL classroom to promote socialization among students.

The tutor was of the view that code-switching promotes socialization and fluent speaking of the target language. Code-switching plays socialization when the tutor used the L1 to encourage students to willingly take part in activities in the class.

Extract 38

I use code-switch ESL in order to motivate students to participate fully in the lesson.

The response from the tutor clearly shows that motivation cannot be separate from teaching and learning. This clearly makes the students feel him/her being love and showed respect because some can speak his or her language and it is enough motivation for the student open up to another student.

Extract 39

I code-switch in the language classroom in order to stimulate students to learn the target language very fast.

From the tutor's response, it was clear that help the student to learn the target very fast. This is confirmed by Seedhouse (2005), that making solidarity identifies or belongingness in the classroom enhances effective learning.

Extract 40

When we use code-switching in the English class, we feel that we belong one family because we speak one language in the classroom.

The student was of the view that codes-switching makes them feel that they belong to one family. Thus, they feel okay to communicate with one another and relate well with one another (Ustunel & Seedhouse, 2005).

4.4.4 Summary

From all indications, code-switching is an important teaching strategy which tutors employ in teaching English language to enhance students' second language acquisition. Tutors use it to meet the academic needs of the students, to maintain order in the classroom, to explain difficult words and for students to understand concepts better. From the results, it can be argued that both tutors and students agree that code-switching is very important in terms of teaching and learning of the second language. Some of them were of the view that code-switching should be extended to other subject areas such as Science to enable them understand terminologies associated with them. They were also of the view that code-switching should be used judiciously to avoid losing its value or importance.

4.5 Conclusion

From the analysis of data, it was clear that tutors and students code-switch in the ESL classroom for various reasons. Tutors code-switch to explain concepts to the students, clarify issues, control the class, substitute difficult words for students, and create humour among others. On the part of students, they code-switch to seek clarification from their tutors, to ask specific questions, to express themselves freely, and to perform various activities. It was also clear that tutors resort to code-switching when students do not understand the concepts or lessons. Looking at the importance of code-switching, it was realized that code-switching is not a barrier to the second language learner but rather, is used to facilitate the learning of the second language. Code-switching allows students to freely communicate in the classroom, participate fully in the lesson and create conducive atmosphere for the learners. The analysis again showed that code-switching could be used at various stages of the lesson in the classroom.

The results of this study have many similarities with a study conducted by Ustunel & Seddhouse (2005). Their study aimed at uncovering the functions of teachers' code-switching in a Turkish University. Others have been conducted in China, Japan, and South-East Asia. An example of such is Weng (2012) who found that code-switching could be a helpful and significant unit to facilitate students' learning of the second language. In Weng's study, he examined the functions of and attitudes towards code-switching. He indicated that the teachers' and students' attitudes were positive. Eldridge (1996) also conducted a study in one of the secondary schools in Turkey, aimed to uncover the functions of students' code-switching. He revealed that the main reason to code-switch was to ask for clarification or to show understanding.

The conclusion to be drawn from these studies, as well as the present study, is that code-switching in the classroom takes place for various purposes; educational, social and psychological. For instance, teachers and learners code-switch to explain lessons, to create humour, to give instructions, to express emotions, to show solidarity, and to clarify understanding. From the study, it was established that code-switching is a good teaching strategy but it must not be overused in order to lose its value or importance. Finally, although code-switching is useful, it should not be abused in the English language classroom. Rather, teachers should use it judiciously and appropriately in order to serve the purpose for which it is used.



CHAPTER FIVE

CONCLUSION

5.0 Introduction

In the first section of this chapter, a discussion of the summary of findings is presented with the highlights of the three (3) research questions. This includes when tutors and students code-switch in the ESL classroom and stages of interactions in the ESL classroom, reasons for code-switching in the ESL classroom by tutors and the functions of code-switching. The second section discusses the code-switching as a strategic pedagogical tool in the ESL classroom, highlighting on the importance of code-switching, pedagogical implications which talks about how tutors should use code-switching in the classroom. Then the conclusion and suggestions for future research are offered in this section.

5.1 Summary of findings

It was established that both tutors and students code-switched at three (3) different stages in the ESL classroom. At the introduction stage of the lesson, tutors code-switched to review students' previous knowledge and to ask specific questions that propelled to the next lesson. Tutors also code-switched at this stage to initiate classroom discussion. It was also observed that tutors code-switched at this stage to correct students' mistakes. At the delivery stage of the lesson, it was established that tutors code-switched when they wanted to explain some major points to the understanding of the students. It was observed that it was at this stage that the interaction between tutor and students mostly occurred making it a very important stage in lesson delivery. At this stage also, it was observed that tutors code-switch to reduce tension in the class which served as a source of motivation for the students. At

the closure stage, it was observed that tutors code-switched to summarize the main points of the lesson that students needed to note.

Closure stage of the lesson is geared towards the benefit of the students by promoting understanding of concept discussed. The last stage of lesson in which tutors code-switched was the evaluation stage. They did so code-switched to assess students' strengths and weaknesses. This enabled the tutor to vary his method of teaching. It was established that code-switching predominantly occurred at the delivery stage of the lesson more than the rest because it was at this stage that most of the interactions took place.

Teaching and learning cannot take place without effective interaction between the tutor and the students. It was observed that code-switching took place under four (4) different interactions or conditions in the ESL classroom. This includes teacher-whole class code-switching, teacher-student code-switching, student-student code-switching and student-teacher code-switching. Teacher-whole class code-switching was observed when the tutor initiated interaction with the whole class first in the target language and later in students' native language for effective communication. Teacher-student code-switching occurred when the tutor wanted to maintain discipline or order in the ESL classroom. The tutor interacted with the student and not the whole class. Student-student code-switching was observed in the ESL classroom among students. Students interacted with their colleagues in the classroom by the use of L₁. Students also code-switched among themselves in the classroom during instructional time even with the presence of the tutor. It was established that student-teacher code-switching occurred when students communicate with the tutor to either ask question, contribute to a discussion or to draw the tutor's attention to important happening in the classroom.

The research has also revealed that tutors code-switched for various reasons. Among them are to introduce a new topic to students with the intention of explaining some key terms in the topic, to explain grammatical rules to the students, to help facilitate the flow of classroom interaction, and for students to communicate better and appreciate the target language. It also provided opportunity for language development, to overcome the language barrier to meaning, a bridge to transfer precise meaning and understanding, and to help deal with a number of affective issues in the classroom. The rest are for students to be motivated and participate fully in the lesson, to deliver the content of the lesson, to gain learners' attention, and to clarify concepts and to create sense of belongingness. Almost all the tutors and students expressed utilizing code-switching for various functions. Among them are macro, micro and socializing functions. The micro function consists of classroom management and content transmission functions. The classroom management function includes negotiating, requesting help, managing discipline, mitigation, and direction, opening the class. The others are tutor complimenting, pleading and unofficial interactions and tutors' command. The content transmission function category meant that code-switching can be helpful in enhancing the effective communication of the content of the lesson, including the language skills, which are specified in the curriculum. The content transmission functions are explanation, parallel translation, definition, negotiating, cultural relevance, review and unofficial student collaboration. The macro function of code-switching deals with socio-educational aspect which includes training the students for the social and communicative life outside the schools. Finally, socializing function was exhibited by tutors to include marking solidarity and identity and belongingness in the classroom to enhance effective learning.

5.2 Code-switching as a strategic pedagogical tool in the ESL classroom

Code-switching was used by the tutors as a very important tool in teaching the second language. English language learners learn best when their needs are met (Ovando & Combs, 2012). The flexibility of the tutor in the classroom in terms of code-switching can support the language literacy occurs. It was also important to be culturally sensitive and aware using code-switching as a tool to acquire a second language. Becker (2001) indicates that code-switching provides students the opportunity to gain experience with the linguistic, psycholinguistic and social-communicative aspects of two languages and to signal meaning by shifts. de Mejia (1998) in her research suggests that the teachers' use of code-switching can facilitate comprehension and narrative skill development that are critical to school-related activities with literacy development. She reported that code-switching can be a useful technique in classroom interaction, especially if the goal is to clarify and convey the information to students in an efficient way. In effect, better understanding of code-switching and bilingualism has had impact on the planning for bilingual education. Programme developers and policy makers should bear in mind that in language learning, we develop understanding even as we develop our competencies in the language (Moghadam et al, 2012).

5.3 Pedagogical implications

By looking closely at the findings of the present study as far as code-switching is concerned, the following pedagogical implications can be deduced:

1. Code-switching should be used judiciously in order not to lose its importance.
2. Its use should be controlled and checked to avoid it being abused.
3. Code-switching should be accepted and tutors should be taught the proper and effective way of using it.

4. Tutors' code-switching can be strategically used in order to draw their attention to what is being said.
5. Tutors code-switching may be utilized for sociolinguistic and linguistic purposes and can be academically purposeful when used to compare and contrast the two languages.
6. The presence of tutors in the ESL classroom has a vital role for preventing students from overusing Ghanaian language during the lesson.

5.4 Suggestion for future research

A further study can investigate the influence of code-switching on students' English proficiency level in other Colleges of Education in Ghana.

5.5 Conclusion

It can be concluded that there are many reasons why code-switching takes place in particular social contexts. The ability of the interlocutors who are able to speak more than one language fluently plays an important role during their interactions. The study has shown that the students have emphasized the habitual expression which is related to psychological aspects of behaviour as their main reason for code-switching. The functions observed in the current study are consistent with the findings of earlier studies in the literature on code-switching. By comparing the findings of this study with previous investigations on code-switching from different perspectives, there appears to be a common conclusion: code-switching is indispensable and is used purposefully most of the time in the ESL classroom for easy learning of the second language. Therefore, as analyzed in this study, taking into account the data obtained on the functions of code-switching, it can be suggested that code-switching is not a mere alternation or use of two or more languages; rather, it is an intentional choice of language which enhances the classroom environment on

many sides and delivers the message better than one could do in another language. It can be inferred from this research that the tutors are aware of the fact that communicating in English language solely with the students is not a natural process in the classroom since each switch has a specific function that serves a purpose. In effect, code-switching is a very important teaching tool for learning the second language and cannot be overemphasized. Therefore, it should be used judiciously to achieve educational goals.



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APPENDICES

Appendix A: Data on audio-recordings

Extract 1 Grammar Lesson

Our grammar lesson today talks about word classes student do you understand?

Students yes Sir. Nu si meglɔe nye be Egbea, miasr□ nu tso nyawo ηuti. Word classes is made up of major and minor. Woma ɔe hatsotso gā eve me. Major word classes: adjective, adverb, and noun. Minor word classes: pronoun, article/determiners, conjunctions.

Major: Ɖkɔnyawo, Ɖwɔnyawo, Ɖkɔnyadɔwɔkpakple Ɖwɔnyadɔnyawo.

Minor: Ɖkɔtɛfɛnɔnyawo, nyablanyawo kplenuɔnuwo.

Sir, mieseegɔme nyuie. Tutor: I can see that.

Extract 2 Grammar Lesson

Tutor: fifia miananyawo 5e kpɔɔɔnyawo ɔekadɔka. Can you hear me? Yes sir.

Adjectives in context:

The beautiful girl is here. What is the adjectives in that sentence? Which noun is it qualifying in the sentence?

Kojo beautiful nye Ɖkɔnyadɔnye le ngagbe la me eye ηkɔnya si ɔm wo le nye nyɔnuvi la.

Tutor: thank you very much, akpe. Have you all understood it

Ok tutor, let's continue, now everybody should for sentences with the major word classes and underline them. Ok sir, (students)

Extract 3 Reading Comprehension Lesson,

Tutor: Good morning, good morning Sir miefoa? eehmiefoa.

This period, our lesson is reading comprehension. Ok sir, are you ready for the lesson? Yes sir. Before we start reading, let me ask you these questions. We are ready sir. What are the causes of bushfire in our communities. Nu ka woe hea Dzobibi vene le miafe nutowo me?

Atsu: ahakpalawo

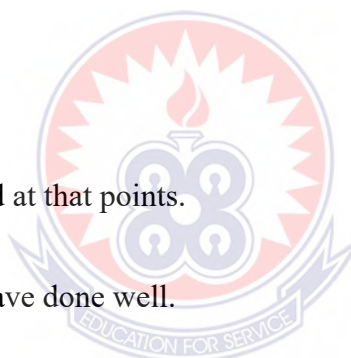
Delali: cigganolawo

Foli: Agbledelawoe

Kofi: vemevivotwo

Hahaha (student) laughed at that points.

Tutor: good, all of you have done well.



Another question is what are the effects of bushfire: Dzobibi fe nugblefewo.

Stephen: agblemenukuwofiana.

Adzoa: amewokuna.

Philip: kesinonuwobuna.

Ok, thank you very much. From all that you have said, what will be the title of the passage? Nu si wo kata miegbloa, nukaemiexose be anyenukae nye nuxexle la fe tanya? Sir, sir, bushfire, land degradation ok, the title of the reading for today is “The causes of Bushfire and its effects” But before we start reading, let’s look at some of the unfamiliar words.....

Extract 4

English language lesson is our topic for this time. Miafe nusɔsrɔaku de nufiafiadodo wɔwɔ le yevugbe me.

Tutor: we shall look at the format first and use it to plan our lessons. That is ok, yes sir rubrics are the preambles before the actual

Format: *wonye ngɔdonyawo haft nufiafiadodowɔwɔ nuto la va na.*

Tutor: These include: School, class, number on roll, subject, and references.

Tutor: now the components of the lesson plan are date/ day, aspect/topic, teacher-learner activities, objectives/TLM, Core-points and evaluation.

Tutor: I will translate some of them in Ewe for you to understand better.

Tutor: aspect/topic nye tanya

Core-points nye Nyati veviwo

Objectives nye taɔdzinuwo

Teacher-learner activities -nufiala kple nusɔrɔ"lawofewɔnawo.

Evaluation – dɔ deasi

R.P.K - nunyadi

Kwame: mese wo gɔme nyuie.

Extract 5 composition Lesson.

Topic: article writing

Tutor: how many of you have ever written article before?

Stephen: me ɲlɔ ɔe kpɔ gake edziedzi.

Tutor: today we shall look at article writing. Miale ɲku ɔe ale si mie ɲlɔ nu also ayi ɔe nyadzɔdzɔdɔwɔ5ewo.

Tutor: to begin with, let's look at the features of article writing: heading/title, introduction, body of the article, conclusion and location and nature of the writer.

Kofi: Sir, can sign after we have finished?

Tutor: It only applies when you are writing it in the form of a letter to the editor.

Miate ɲu asi egɔ me ne nye be ele leta fe nɔnɔme me.

Tutor: Let's take one topic and discuss:

Topic; write an article to be published in a national newspaper on the effects of poor sanitation in the country and suggest solutions.

Tutor: Ame sia me ne na Tanya nyuietɔ na nuɲɔɲlɔ LA. Give a suitable heading for the article.

Tutor: Come out with your points to be developed at the body of the article. Ame sia me ne ɲlɔ e5e nyatiwo dadi.

Extract 6 Literature Lesson

Tutor: Oral literature is aspect of the English we are going to treat this afternoon.

Miale ŋku ɔe numenyadu ŋuti le yetrɔyaa.

Tutor: What is Oral Literature? Nukae nye Numenyadu? Ame aɔe ate ŋu aɔe ŋkua?

Can somebody try?

Kudzo: Oral Literature is a type of literature that is passed on from generation to generation and it is done by mouth.

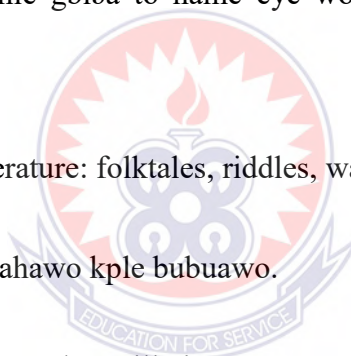
Tutor: Can somebody polish it for us? Or somebody should say it in Ewe.

Maxy: Enye nya siwo mie gblɔa to name eye wo nye blema nuwo. Kpuie ko la, wonye nu me nyadu wo.

Tutor: Forms of Oral Literature: folktales, riddles, war song, kple bubuawo.

Tutor: gliwo, adzowo, avahawo kple bubuawo.

Student: mina adzo la. No today will sing war song. Each, something will happen in the classroom oo. I am afraid, I cannot sing war song. Hmmm this boy wants to case process for sir.



Appendix B: Class observation guides

Class of observation

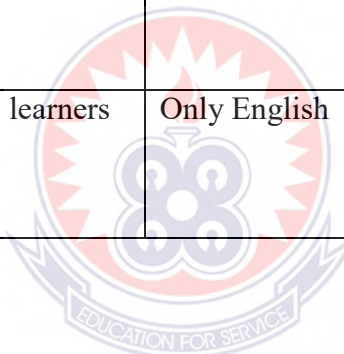
Data of observation

(a) In class observation

Punctuality of teacher
Punctuality of learners

(b) Lesson observation

Criteria	Rating		
Language used by the teacher in ESL classroom	Only English	Only L1	English with L1
Language used by the learners in ESL classroom	Only English	Only L1	English with L1



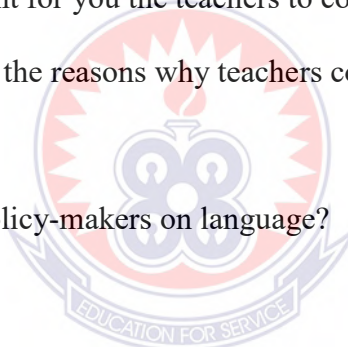
Appendix C: Interview guide for English language teaches

1. What language are used in the ESL classroom when teaching English language subject?
2. Why both languages are used when teaching English language?
3. To what extent do teachers and students attract with the use of both languages?
4. Does the use of both languages enable students to acquires English faster?

If yes why?

If no why?

5. What are the functions of code-switching in ESL classroom?
6. Why is it important for you the teachers to code-switching the ESL classroom?
7. What are some of the reasons why teachers code-switching in the ESL classroom?
8. Any advice for policy-makers on language?



Appendix D: Interview guide for students

1. Can you give me reasons why students code-switching during English language period?
2. When do students code-switch in the classroom?
3. Does code-switching enable to acquire the English language faster?

If no why?

If yes Why?

4. Is code-switching important to students in general?
5. What languages are used most often when students code-switching?
6. Do your teachers also code-switch during English language period?
7. Can you students recommend code-switching as a good strategy for learning English language?
8. Is there anything will like to say on code-switching?

